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ENGLISH

Back to Basics

Classroom and Homework Activities

word study

punctuation

spelling

grammar



Jenni Marold

ENGLISH

Yr 3/P 4

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English - Back To Basics (Yr 3/P 4)

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English – Back To Basics (Yr 1/P 2)
English – Back To Basics (Yr 2/P 3)
English – Back To Basics (Yr 3/P 4)
English – Back To Basics (Yr 4/P 5)
English – Back To Basics (Yr 5/P 6)
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Foreword

English - Back To Basics is a comprehensive resource designed to teach and revise basic literacy concepts. Essential skills are covered in spelling and word study, punctuation and grammar; with phonics included in Books Yr.1/P 2, Yr 2/P 3 and Yr 3-P 4. Each of the pages focuses on one concept, which is developed through relevant, graded activities.

Although intended as a homework series, these books are also ideal for:

- teaching a new concept
- consolidation
- assessment
- revision.

Titles in the series are:

- English – Back To Basics – Yr 1/P 2**
- English – Back To Basics – Yr 2/P 3**
- English – Back To Basics – Yr 3/P 4**
- English – Back To Basics – Yr 4/P 5**
- English – Back To Basics – Yr 5/P 6**
- English – Back To Basics – Yr 6/P 7**
- English – Back To Basics – Yr 6 Ext/S 1**



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Format

This series of books contains pupil and teacher pages focusing on skills in the following areas:

- spelling and word study
- punctuation
- grammar
- phonics (Books Yr 1/P 2, Yr 2/P3 and Yr 3/P 4).

Features

This series of books:

- provides activities on each page that relate to one literacy concept
- follows an organised format in which concepts are repeated and expanded across year levels
- uses a focal list of vocabulary
- has a pupil page supported by a corresponding teachers page
- has a teachers page that includes answers and detailed information explaining each concept
- provides additional reference information for teachers.

Purpose

This series of books is ideal for:

- teaching a new concept
- consolidating and revising knowledge and skills
- homework activities to revise skills taught in class
- assessment.

Spelling and vocabulary

There are two different lists of words used in each book:

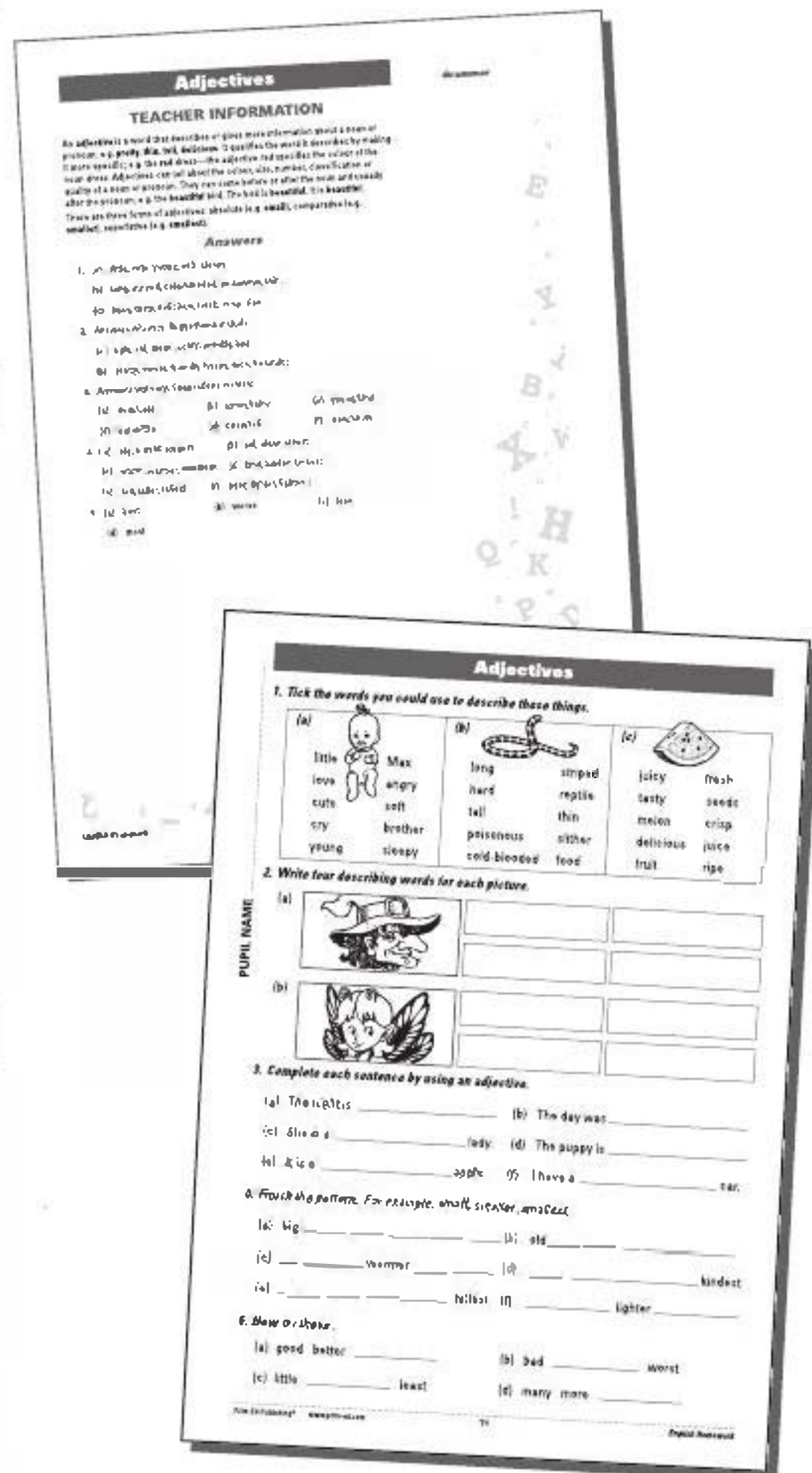
- an age-appropriate spelling list of 40 words, and
- a high-frequency vocabulary list.

Both lists are used frequently throughout each book in the areas of spelling and word study, punctuation and grammar.

Additional reference material

This book includes:

- a word-building table which shows the base word, plural form, prefixes, suffixes, syllables, synonyms and antonyms
- an extensive glossary of terms used in spelling and word study, punctuation and grammar
- vowel sounds and the different ways they are represented
- consonant sounds and the different ways they are represented
- spelling rules
- prefixes, their meanings and examples
- suffixes, their meanings and examples
- word origins – Latin and Greek root words with their meanings and examples
- words commonly misspelt
- words easily confused or misused
- prepositions and prepositional phrases
- words that can be used as adjectives or adverbs.



Country/Subject/Level	Curriculum Objectives
England Literacy Year Three	Word structure and spelling • spell high and medium frequency words • recognise a range of prefixes and suffixes • spell unfamiliar words using known conventions Sentence Structure and Punctuation • compose sentences using adjectives, verbs and nouns
Northern Ireland Language and Literacy Key Stage One	Talking and Listening • recognise features of language, showing phonological awareness Reading • build up a sight vocabulary • identify words, patterns or letters • recognise and notice how words are constructed and spelt Writing • use a variety of skills to spell words • spell correctly a range of familiar, important and regularly occurring words • develop increasing competence in the use of grammar and punctuation
Republic of Ireland English Second Class	Receptiveness to Language • continue to build a sight vocabulary • engage in activities designed to increase awareness of sounds • learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable • learn about the sounds associated with the beginning of a word or syllable • learn to connect the beginnings of words and syllables • learn about common word endings Competence and Confidence in Using Language • understand that the conventions of punctuation help to make meaning clearer in writing • spell words in a recognisable way based on an awareness of the most common spelling strings and patterns Developing Cognitive Abilities through Language • perform alphabetical order tasks
Scotland Literacy and English First	Reading • use knowledge of sight vocabulary, phonics, punctuation and grammar to read with understanding and expression Writing • spell the most commonly-used words, using knowledge of letter patterns • write independently, use appropriate punctuation and order and link sentences in a way that makes sense
Wales English Key Stage Two	Reading - Skills • develop phonic, graphic and grammatical knowledge and word recognition • develop understanding of the structure, vocabulary, grammar and punctuation of English, and of how these clarify meaning Writing - Skills • use a range of sentence structures, linking them coherently • use punctuation to clarify meaning • choose and use appropriate vocabulary • use the standard forms of English: nouns, pronouns, adjectives, connectives and verb tenses

Spelling list

about	could	funny	large	once	their
afraid	doctor	glass	light	other	tomorrow
again	easy	great	little	party	while
around	ever	happy	mate	please	would
because	fear	high	might	quick	yesterday
before	fight	inside	nearly	ready	
climb	friend	knew	nothing	something	

Vocabulary list

animal	brother	house	March	once	seen	their	water
another	circle	January	May	over	September	then	way
April	clean	July	more	own	should	there	were
August	could	jump	morning	people	sister	these	where
beautiful	December	June	myself	please	some	thing	who
because	February	laugh	next	pull	square	took	work
birthday	friend	little	night	push	teacher	triangle	would
both	half	lunch	November	rectangle	than	under	year
bring	home	many	October	school	thank	watched	

Spelling rules

Write i before e, except after c.

For example: friend, believe, receive, receipt
Some exceptions: foreign, either, science, weird, height, species

Write ie after c for words with a shuhn sound.

For example: sufficient, ancient, conscience, efficient

Write ei when the vowel sounds like an a.

For example: weigh, rein, reign, neighbour

For words ending in y:

- retain the y when adding -ing,
for example: crying, studying
- retain the y if it is preceded by a vowel, when adding s or a suffix;
for example: employs, employer
- change the y to i if it is preceded by a consonant, when adding a suffix;
for example: cries, studies

Some exceptions: dryness, shyness.

Drop the final e to most words when adding a suffix beginning with a vowel.

For example: use—usable
make—making

Double the consonant when adding a suffix starting with a vowel (e.g. -ing) to:

- a word of one syllable ending in a single consonant, preceded by a vowel;
for example: drip—dripping
sit—sitting
- a word of more than one syllable ending in a single consonant, preceded by a vowel if the stress is on the final syllable;
for example: begin—beginning
commit—committed.

When the stress is not on the final syllable, the single consonant remains;
for example: develop—developing—developed.

Exceptions include many words ending in l, where the l is always doubled;
for example: appal—appalling
travel—travelling.

Spelling list — word building

Teacher notes

Word	Base	Plural	Prefixes	Suffixes	Syllables	Synonym	Antonym
about					a-bout	almost	
afraid			un		a-fraid	frightened	unafraid
again					a-gain		
around	round				a-round	about	exact
because	cause				be-cause	since	
before					be-fore	earlier	after
climb				ed, ing, er	climb	ascend	descend
could					could		
doctor		doctors		ed, ing	doc-tor		
easy	ease		un	er, est, ly	eas-y	simple	hard
ever			for		e-ver		
fear		fears		ed, er, ing, ful	fear	terror	
fight		fights		er, ing	fight	argue	
friend		friends	be	less, ly	friend	mate	enemy
funny	fun		un	er, est, ly	fun-ny	happy	sad
glass		glasses			glass		
great				er, est, ly	great	wonderful	awful
happy			un	er, est, ly	hap-py	glad	sad
high		highs		er, est, ly	high	tall	low
inside				er	in-side		outside
knew					knew	understood	
large			en	er, ly, esse, est	large	big	small
light		lights	re	er, ed, ing, ly	light	fair	dark
little			be	er, est	lit-tle	small	big
mate		mates		ed, ing, less	mate	friend	enemy
might				ier, iest, ily	might	strength	
nearly	near				near-ly	almost	exactly
nothing	thing				noth-ing	nought	something
once	one				once		never
other		others	an		oth-er		
party		parties		ed, ing	part-y	celebrate (ion)	
please			dis	ed, ing, er	please	satisfy	annoy
quick				er, est, ly	quick	fast	slow
ready			un	ed, ing, ly	read-y	prepared	
something	thing				some-thing		nothing
their					their		
tomorrow					to-mor-row		yesterday
while					while		
would					would		
yesterday					yes-ter-day		tomorrow

Spelling and word study

Abbreviation

An abbreviation is a word written in shortened form. A full stop may be used to show part of the word is missing. However, if the last letter of the word is used, there is no full stop.

For example: *Mon.* for Monday
Dr for Doctor

Acronym

A word made up from the initial letters of a phrase.

For example: *SIDS* (sudden infant death syndrome)
radar (radio detecting and ranging)

(Note: If it is not pronounced as a word, it is an initialism; e.g. *LPG*.)

Antonyms

Words that are opposite in meaning.

For example: *hot/cold*
dark/light
wet/dry

Base word

The root word or main part of the word. Prefixes and suffixes can be added to the base word.

For example: *reading*, *misguided*,
carefully

Compound word

Two or more words joined together.

For example: *pancake*, *teaspoon*,
underground

Consonant

Any letter of the alphabet that is not a vowel.

For example: *b, c, d, f, g, h, j*

Contraction

A shortened form of a word. An apostrophe is used to replace the deleted letters.

For example: *I'm*, *we're*, *they'll*,
she'd, *can't*

Derivative

A word made from adding prefixes and suffixes to a base word.

For example: *sleeping*, *unusual*,
happily

Digraph

Two letters representing one phoneme.

For example: *th, sh, wh, er, ck, ou*

Eponyms

Eponyms are words that come from a person's name or name of a place.

For example: *Jules Leotard*
Anders Celsius
Earl of Cardigan

Etymology

The study of the origin and history of words.

For example: *annual* from the Latin word *annu*, meaning 'year'

Grapheme

The written representation of a sound.

For example: *ew, ing, th*

Homographs

Words that are spelt the same but have different origins and meanings and are sometimes pronounced differently.

For example: *cricket*, *wind*

Homophones

Words that sound the same but are spelled differently.

For example: *peace/piece*
threw/through
bored/board

Morpheme

The smallest unit of meaning.

For example: *house/keep/ing*

Phoneme

The smallest unit of sound in a word that can be represented by one, two, three or four letters. There are 44 phonemes in English.

For example: *to*, *shoe*, *through*

Phonetics

System of spelling words that represents sounds by symbols.

Plural

Indicates more than one person or thing.

For example: *two books*
three wishes
four children

Prefix

Used at the beginning of a base word to change meaning.

For example: *inedible*, *unconscious*,
illegal, *disobey*

Singular

Only one person or thing.

For example: *one book*, *a table*,
an apple

Suffix

Used at the end of a base word.

For example: *working*, *lonely*,
walked, *editor*

Syllable

A unit of sound which contains a vowel sound. All words are made up of one or more syllables.

For example: *talk*, *nerv-ous*,
in-de-pen-dent

Synonyms

Words that are similar in meaning.

For example: *big/large*
small/tiny
wet/damp

Thesaurus

A reference book which groups words by meaning.

For example: *promise*—pledge,
guarantee,
engagement, commit,
assure, secure

Trigraph

Three letters representing one phoneme.

For example: *high*, *fudge*, *pear*

Vowel

The five letters of the alphabet that are not consonants.

These are: *a, e, i, o* and *u*.

Punctuation

Apostrophe

Used to show ownership and in contractions to show where letters have been dropped.

For example: Jackie's dog wasn't barking.

Capital letters

Used to start a sentence, as the first letter of proper nouns, for the pronoun *I*, in titles, and to start direct speech.

Colon

Used to introduce additional information.

For example: Use the following:
eggs, bacon, milk, salt and pepper.

Comma

Used as a short pause to separate parts of a sentence and items in a list.

For example: The boy, a great athlete, was competing in most events.

I took pens, pencils, paper and paints to the class.

Dash

Used to provide additional information or show that something is unfinished.

For example: I opened the gift—it was just what I wanted.

Ellipsis

Used to mark letters or words that have been left out and a pause or interruption

For example: Her birthday party was wonderful ... the best ever!

Exclamation mark

Used to show strong emotion.

For example: That's fantastic news!

Forward slash

Used to show options, shortened forms, in web addresses and instead of *per*, *an* or *a*.

For example: *true/false*
60km/h

Full stop

Used at the end of a sentence or in some abbreviations.

For example: His birthday was on 21 Feb.

Hyphen

Used to join words and word parts, clarify meaning and divide words at the end of a line.

For example: *re-signed* a contract
brother-in-law
three-quarters

Parentheses

Used to enclose additional information such as a comment, explanation or example.

For example: Tia (my sister) showed me how to use the program.

Question mark

Used at the end of a sentence to show a question to be answered.

For example: Did you finish everything you wanted to?

Quotation marks

Used to indicate direct speech, quotations and specific titles.

For example: 'Did you know the Spanish word "siesta" means a short nap?' Ben asked.

Semicolon

Used to separate short, balanced and linked phrases or clauses. It is stronger than a comma, not as strong as a full stop. It can also be used to separate items in a list of phrases or clauses.

For example: I bought new shoes; they were on sale.

I need 12 pens, pencils and rulers; 24 books, six erasers and two bags.

Grammar

Abstract noun

A word which describes things that cannot actually be heard, seen, smelt or tasted.

For example: *anger, beauty, danger, jealousy, loyalty, pain*

Active voice

The voice of the verb which shows that the subject of the sentence is performing the action.

For example: Her friend *drove* the car.
The dog *frightened* the child.

Adjective

A describing word used to add meaning to a noun or pronoun.

For example: He wore a *blue* shirt.
The meal was *delicious*.

Adverb

Adds meaning to a verb, adjective or other adverb. It can tell how, where or when.

For example: He worked *carefully*.
Yesterday, they walked to school.
She *finally* finished.

Agreement

Shows that linked words or phrases agree in terms of case, number, gender and person.

For example: *He is* welcome. *They are* welcome.
She tried to write the story *herself*.

Article

A subclass of determiners where *a* and *an* are indefinite and *the* is definite.

For example: *a* computer, *an* apple, *the* dog

Auxiliary verb

A 'helping' verb that is used in forming tense, mood and voices with other verbs. The verbs *to be*, *to have* and *to do* are often used as auxiliary verbs.

For example: I *was* thinking of you.
He *does* leave his room in a mess.
We *have* seen it.

Clause

A group of words with a subject and its verb.

For example: *She walked to the station*.

Collective noun

A group of persons or things.

For example: a *class* of students, a *flock* of sheep, a *herd* of elephants

Command verb (imperative)

A verb used as an order or command.

For example: *Stop* talking so loudly.

Common noun

A word naming general rather than particular things.

For example: *apple, river, table, colour*

Complex sentence

Has a main (independent) clause and at least one subordinate (dependent) clause.

For example: I like swimming before I walk along the beach.

Compound sentence

Has two or more independent clauses with a linking word.

For example: The nurse *worked* hard and *helped* the sick child.

Conjunction

A joining word for words, phrases, clauses and sentences.

For example: I ate an apple *and* a pear.

I was tired *but* I had to work *because* the assignment was due.

Connective

A connecting word that tells order and what is coming next.

For example: I'll finish the dishes *first* and *then* watch a film.

Determiner

A word that is used in front of a noun or pronoun to tell something about it.

For example: *a* tiger, *the* tiger, *some* tigers, *both* tigers, *that* tiger, *three* tigers

Direct speech

Exactly what is spoken, and is enclosed in quotation marks.

For example: '*Are you feeling thirsty?*' she asked.

Double negative

When two negatives are used together, with the effect of cancelling each other so the negative meaning is lost.

For example: She *wasn't* doing *nothing*.
He *didn't* get *no* lunch.

Finite verb

A verb that has a subject. A finite verb must be a part of every sentence and agree with its subject.

For example: The ball *rolls*.
The balls *roll*.

Idiom

A phrase that is not meant literally.

For example: *over the moon*
frog in my throat

Grammar

Indefinite pronoun

A pronoun that refers to people or things generally and not specifically.

For example: *anybody, anything, everybody, everyone, somebody, something*

Indirect speech

Reports, and often alters, direct speech without the use of quotes.

For example: I asked her to be quiet.
She told me she would leave early.

Main (independent) clause

A group of words that can stand alone and make sense without being dependent on any other part of a sentence.

For example: *I decided to go shopping* after I had my lunch.

Modifier

A word or group of words that affect the meaning of another word in some way by giving more information. They might describe, define or make a meaning more precise.

For example: The TV is in the *largest* room.
Bright-eyed and inquisitive, the squirrel searched for food.

Noun

A word that names a person, place, thing, feeling or idea.

For example: doctor, Paris, suitcase, fear, courage

Object

Shows what or whom the verb affects.

For example: They purchased a *house*.
She wore *blue jeans*.

Paragraph

A group of sentences that are about one main idea. The sentences should follow in a logical order.

Passive voice

The voice of the verb which shows that the subject is having an action done to it.

For example: Max *was tickled* by his sister.

She *was surprised* the visitors.

Person

Text may be written as the first, second or third person and is indicated by the use of pronouns and verbs.

For example: *I* wrote the book.
It must be *yours*.
Did *he* write the book?

Personal pronoun

Used in place of a person.

First person personal pronouns are: *I, me, mine, we, us, ours*.

Second person personal pronouns are: *you, yours*.

Third person personal pronouns are: *he, his, him, she, hers, her, it, its, they, them, theirs*.

Phrase

A group of words in a sentence which does not contain a finite verb.

For example: She walked *towards the house*.
The car crashed *into the tree*.

Possessive pronoun

A pronoun used to show ownership.

For example: That book is *his*.
I think it's *hers*.
I have *mine* here.
It must be *yours*.

Predicate

What is written or said about the subject of a sentence.

For example: The teacher *was tired and hungry*.
The kitchen *was clean and tidy*.

Preposition

Used in front of a noun or pronoun to describe the relationship.

For example: *under* the water, *to* him, *at* the concert, *before* lunch, *around* them

Pronoun

Used in place of a noun to reduce repetition.

For example: Peter is conscientious.
He works quietly.

Proper noun

Used to specifically name a person or thing.

For example: *Jemma, Antarctica, Sahara Desert*

Relative pronoun

Used to connect or relate one part of a sentence to another.

For example: Here is the house *that* I want to buy.
I met the man *whose* story I had read.

Sentence

A group of words that makes sense on its own. It may have one or more clauses. It must have a finite verb, a capital letter at the start and end in a full stop, question mark or exclamation mark.

For example: *I'll eat breakfast after I've had a shower.*

Simple sentence

A sentence with only one verb (part of the predicate) and one subject.

For example: *I played a game.*
They ate dinner together.

Slang

Words or phrases in common use that are not considered to be part of standard English.

For example: *aggro, dude*.

Statement

A sentence which states a fact.

For example: *We will not be leaving today.*

Grammar

Subject

The person or thing who is doing the action in a sentence.

For example: *Mrs Green* taught music.

The *football team* won the game with the last kick.

Subordinate (dependent) clause

A group of words that cannot stand alone and make sense. It is dependent on the main clause for its meaning.

For example: I ate everything on the plate *because I was hungry*.

Tense

Verb tenses tell whether the action is happening in the past, present or future.

For example: I *walked*, I *walk*, I *am walking*, I *will walk*.

Verb

An action or state of being word.

For example: She *read* the book.

He *has written* a story.

They *will eat* dinner.

We *thought* about it.



Additional word lists

Words used as prepositions

aboard	among	beyond	in	over	under
about	around	but	inside	past	until
above	at	by	into	per	up
across	before	concerning	like	round	upon
after	behind	despite	near	since	via
against	below	down	of	through	with
along	beneath	during	off	throughout	within
alongside	beside	except	on	till	without
amid	besides	for	onto	to	
amidst	between	from	out	towards	

Prepositional phrases

according to	aside from	behind in	in front of	in regard to	on account of
ahead of	as to	due to	in lieu of	in spite of	on board
apart from	back of	in addition to	in light of	instead of	out of
as far as	because of	in the back of	in place of	in view of	owing to

Words used as adjectives or adverbs

bad	doubtless	fast	loose	right	straight
better	early	first	loud	rough	third
bright	enough	hard	low	second	tight
cheap	even	high	much	sharp	well
close	fair	late	near	slow	worse
deep	far	little	quick	smooth	wrong

There are 19 vowel sounds listed below. Most of these vowel sounds can be written in a number of different ways. The letters used to represent sounds in words are called ‘graphemes’.

Knowledge about common graphemes and an understanding of how to use them when selecting the particular one needed to spell a word correctly, are essential spelling skills.

Some of the most commonly used graphemes for each vowel sound are found in the table below.

Sound	Graphemes
‘a’ as in bat	a {cat}
‘a’ as in rain	ai {pain} ay {tray} a-e {plate} a {baby} ea {break} ei {rein} ey {grey}
‘ar’ as in bar	ar {car} a {class} al {calf} au {laugh}
‘air’ as in pair	air {chair} are {care} ear {bear} ere {there} eir {their}
‘aw’ as in paw	aw {yawn} or {fork} au {sauce} a {ball} ore {store} oar {roar} oor {poor} ough {fought} augh {caught} al {walk}
‘e’ as in tell	e {jet} ea {spread}
‘ee’ as in tree	ee {sheep} ea {beat} y {funny} ie {thief} ei {ceiling} ey {key} i {ski} e-e {athlete}
‘er’ as in fern	er {germ} ir {girl} ur {purse} or {word} ear {earn} our {journey}
‘ear’ as in appear	ear {near} eer {deer} ere {here} ier {tier}
‘i’ as in bit	i {fin} y {pyramid} ui {build}
‘i’ as in hive	i {find} ie {pie} y {sky} i-e {fine} igh {sigh}
‘o’ as in top	o {clot} a {wasp} au {sausage} ou {cough}
‘o’ as in hope	o {no} oa {boat} oe {toe} ow {slow} o-e {home}
‘ow’ as in cow	ow {down} ou {loud}
‘oy’ as in toy	oy {boy} oi {coin}
‘oo’ as in cook	oo {book} u {bush} ou {should}
‘oo’ as in boot	oo {spoon} ew {flew} ue {true} ou {soup} ui {fruit} o {to}
‘u’ as in mud	u {truck} o {some} ou {young}
‘yu’ as in use	u-e {fuse} u {duty} ew {new} ue {avenue} eau {beauty}

There are 25 consonant sounds listed below. Most of these consonant sounds can be written in a number of different ways. The letters used to represent sounds in words are called ‘graphemes’.

Knowledge about common graphemes and an understanding of how to use them when selecting the particular one needed to spell a word correctly, are essential spelling skills.

Some of the most commonly used graphemes for each consonant sound are found in the table below.

Sound	Graphemes
‘b’ as in big	b (bat) bb (rabbit)
‘c’ as in cat	c (clean) ck (pack) ch (school) k (kite) cc (occupy) que (cheque)
‘ch’ as in chin	ch (church) tch (watch)
‘d’ as in dog	d (doll) dd (rudder) ed (talked)
‘f’ as in fat	f (fed) ff (giraffe) ph (phone) gh (laugh)
‘g’ as in get	g (goat) gg (egg) gu (guide) gh (ghost)
‘h’ as in hat	h (have) wh (who)
‘j’ as in jam	j (jet) g (giant) dge (hedge) gg (suggest)
‘l’ as in look	l (lot) ll (hill) le (little)
‘m’ as in met	m (mother) mm (hammer) mb (climb) lm (calm) mn (autumn)
‘n’ as in now	n (nurse) nn (runner) kn (knot)
‘ng’ as in sing	ng (strong) n (sink)
‘p’ as in pot	p (pin) pp (ripped)
‘r’ as in run	r (red) rr (carry) wr (write)
‘s’ as in sat	s (sun) ss (toss) c (cent) ce (rice) sc (scene)
‘sh’ as in ship	sh (sheep) s (sugar) ss (pressure) ch (machine) ci (special) ti (station) si (tension)
‘t’ as in tap	t (tent) tt (written) th (Thomas) ed (cooked)
‘th’ as in thin	th (think)
‘th’ as in then	th (that) the (breathe)
‘v’ as in van	v (vase) f (of)
‘w’ as in was	w (watch) wh (when)
‘x’ as in box	x (fox) cks (socks)
‘y’ as in yes	y (yell)
‘z’ as in zebra	z (zip) zz (fizz) s (has)
‘zh’ as in measure	s (treasure) si (television)

Prefix	Meaning	Example(s)
anti-	opposed, against	antiseptic
bi-	two, twice	bicycle
bio-	life	biography
circum-	around	circumference
co-	together	cooperate
contra-	opposite, against	contradict
de-	away, from, down	defer, descend
dis-	apart	disconnect
en- em-	make	enable, embrace
ex-	former	ex-premier
for-	not	forget
fore-	before	forecast
giga-	billion	gigabyte
hyper-	over, excessive	hyperactive
il-	not	illegal
in-	not, in	incomplete, inside
im- ir-	not	impossible, irregular
inter-	between, among	interview
mal-	wrong	malfunction
mega-	million	megabyte
micro-	small	microscope
milli-	thousand	millilitre
mini-	small	miniskirt
mis-	wrongly	misjudge
non-	not	nonsense
out-	outside, detached	outpatient
post-	after	postgraduate
pre-	before	preheat
re-	again, back	repeat, return
semi-	half	semicircle
sub-	under	submarine
super-	over, above	superhuman
trans-	across	transport
tri-	three, triple	tricycle
un-	not	undone
uni-	one, single	uniform
with-	against, away	withhold

Suffix	Meaning	Example(s)
-able, -ible	capable of, for	adaptable, possible
-al, -ical	of, relating to	maternal, magical
-ar	like	circular
-er, -or	one who	farmer, actor
-ate	to make	aggravate
-ation	act of	invitation
-dom	state of	freedom
-er, or	one who	farmer, actor
-ess	feminine of nouns	princess
-fold	number of parts, times	twofold
-ful	able to, full of	helpful, plateful
-ion	action, state, quality	consideration, promotion
-ise	make into	humanise
-ish	belonging, like	girlish, Swedish
-ism	state, quality, act of	heroism, baptism
-ist	one who	artist
-ive	like, connected with	native, protective
-less	without	childless
-ly	like, how, when	manly, darkly, yearly
-ment	result, state, quality of	achievement, judgment
-ous	full of	nervous
-phobia	fear, dread	claustrophobia

LATIN ROOT WORDS

Root word	Meaning	Example(s)
scribe	writing	describe, inscribe, scribble, prescribe, transcribe
port	carry	transport, portable, report, export, import, support
ped	foot	pedestrian, pedal, pedestal, impede, expedition
spire	breathe	inspire, conspire, respire, transpire
mit	send, let go	transmit, omit, admit, permit, remit
fact	make, do	manufacture, factor, faction, satisfaction, factory
duce, duct	to lead	conduct, introduce, produce, educate, conductor
capit	head	capital, captain, decapitate, capitulate
flu	flow	fluid, fluent, influence, affluent, effluent
manu	hand	manual, manufacture, manuscript, manipulate
aqua, aque	water	aquatic, aquarium, aquaplane, aqueduct, Aquarius
aud	hear	audio, audience, audible, audition
annu	year	annual, anniversary, biannual, annuity
bene	well	benefit, beneficial, benefactor, beneficiary, benevolent
prem, prim	first	primary, prime, primitive, primer, premier
unus	one	unit
duo	two	duet
tres	three	triangle
quatuor	four	quarter
quinque	five	quintet
sex	six	sextuplet
septum	seven	September (7 th month on Roman calendar)
octo	eight	octopus
novem	nine	November (9 th month on Roman calendar)
decem	ten	decimal
centum	hundred	century
mille	thousand	millimetre

GREEK ROOT WORDS

Root word	Meaning	Example(s)
meter, metre	measure	centimetre, millimetre, thermometer, barometer, pedometer, speedometer
micro	small	microscopic, microscope, microphone
aero	air	aeronaut, aerate, aeroplane, aerial
sphere	globe, ball	atmosphere, stratosphere, hemisphere
tele	far off	telephone, teleport, televise, television
logy	word, knowledge, science of	psychology, biology, zoology, neurology
auto	self	automatic, autobiography, autograph, automobile
logos	word, reason	logic, logistic, logical

LIST 1

about	choose	friend	none	their
ache	colour	guess	ocean	though
address	coming	half	often	through
afraid	cough	heard	once	together
again	could	hospital	people	tomorrow
agree	country	hour	picture	tonight
almost	couple	hungry	piece	touch
always	cousin	important	please	trouble
among	daughter	insect	promise	Tuesday
answer	decide	instead	question	uncle
any	definite	interesting	quick	used
around	different	invite	ready	useful
August	difficult	January	reason	vegetable
aunt	discuss	knew	remember	voice
autumn	doctor	know	rough	Wednesday
balloon	does	lately	said	welcome
beautiful	don't	laugh	separate	where
because	done	library	September	which
been	during	listen	sign	who
beginning	early	lose	since	women
behaviour	easy	making	some	won't
bicycle	eight	many	someone	would
breakfast	every	meant	special	write
built	exercise	message	spread	writing
business	famous	might	straight	wrong
busy	February	minute	strange	wrote
buy	finish	naughty	sure	yesterday
careful	forgotten	nearly	surprise	

LIST 2

accident	customer	incident	private
adventure	damage	information	procedure
aeroplane	decoration	injury	punishment
altogether	delicious	instrument	pure
ambulance	disappointing	intelligent	pyjamas
amusing	discovery	jealous	quantity
anxious	disgraceful	knowledge	reasonable
appear	distract	lawyer	recreation
appreciate	division	league	religion
argument	doubt	machine	repair
assembly	election	material	request
association	electric	medicine	scarce
athlete	enormous	migrate	separate
attendance	enough	multiplication	serious
audience	excitement	museum	silence
author	extreme	musical	skilful
automatic	failure	mystery	subtraction
avenue	fashion	necessary	support
awful	favourite	neighbour	surround
balance	finally	nephew	technology
believe	forty	nervous	unknown
careless	frequent	niece	valuable
celebrate	generous	opinion	variety
centre	gradual	oxygen	visitor
certain	heritage	parliament	weary
chocolate	hesitate	passenger	weight
comfortable	honest	permission	weird
committee	horrible	persuade	yacht
conversation	imagination	physical	youth
curtain	immediately	population	

LIST 3

accessories	convenient	foreigner	irrelevant	outrageous	silhouette
acquaintance	cooperate	fortunately	irreplaceable	paralyse	sincerely
acquire	courageous	freight	irresponsible	participant	sophisticated
admittance	curious	fugitive	itinerary	permitted	spaghetti
adolescence	deceased	furious	jewellery	phenomenon	spontaneous
anniversary	definite	gauge	kidnapped	pneumonia	statistics
anonymous	desperate	genuine	knowledgeable	politician	successful
appalling	diabetes	glamorous	labelled	possession	sufficient
Arctic	diarrhoea	government	legendary	possibility	supervisor
assistance	difference	grammar	limousine	professional	surgeon
asthmatic	disappearance	grieve	maintenance	pronunciation	suspicious
basically	disapproval	guarantee	manageable	prosecute	technique
bouquet	disastrous	guard	manually	protein	therapeutic
boutique	discipline	hallucination	millionaire	questionnaire	tragedy
bureau	discrimination	harass	miraculous	queue	transferred
campaign	discussion	hereditary	mortgage	reassurance	twelfth
casualty	disease	hilarious	muscle	rebellious	unanimous
cautious	disinfectant	humorous	mysterious	receipt	unconscious
cemetery	distinguish	hypothetical	nausea	recommend	unique
chauffeur	documentary	hysterical	negotiate	referee	unnecessary
choreography	economically	ignorance	numerous	regretted	vaccinate
coincidence	efficient	illiterate	nutritious	rehabilitation	vague
colleague	eightieth	imaginative	obedient	relevant	visibility
commercial	electrician	immaculate	obese	responsibility	volunteered
commitment	embarrass	inappropriate	obscene	restaurant	vulnerable
communicate	encourage	independence	obsessive	resuscitate	wintry
competitive	escalator	indigenous	occasion	rhythm	worshipped
concussion	essential	ineligible	occurred	rumour	
congratulations	eventually	ingredient	offence	satellite	
conscientious	fascinate	inseparable	omitted	schedule	
conscious	fatigue	intermediate	opportunity	siege	
controversial	fierce	interrupt	ordinary	significant	

LIST 1

Words	Examples
angel/angle	We put the angel on the Christmas tree. A triangle might have a right angle.
as/like	I did as I was told. I was like my sister.
ate/eaten	I ate breakfast. I have eaten breakfast.
beat/beaten	We will beat them. We should have beaten them.
became/become	She became a star. She will become a star.
began/begun	He began the work. He has begun to work.
been/being	I have been to school. I like being at school.
beside/besides	I stood beside him. Who, besides your dad, is home?
blew/blown	The wind blew. The papers have blown away.
breath/breathe	He took a deep breath. He can breathe deeply.
can/may/might	She can do that. May I do that? I may do that. I might be able to do that.
came/come	She came late. They will come later.
chose/choose	I chose the apple. I will choose an apple.
dairy/diary	The milk came from the dairy. He wrote in his diary.
desert/dessert	The desert was dry. He deserted them. We had ice-cream for dessert.
did/done	He did the work. He has done the work.
forgot/forgotten	She forgot the number. He has forgotten to bring it.
gave/give	She gave me the book. I will give you the book.
gone/went	He has gone to school. She went to school.
hid/hidden	Mum hid the Christmas presents. The presents were hidden from us.
its/it's	The dog is wagging its tail. It's a sunny day.
knew/know/known	I knew the teacher. I know who she is. I wish I had known before.
laid/lain	It was laid on the table. It had lain on the table for a while.
learn/teach	I had to learn the words. She can teach me how to do it.
lend/borrow	I will lend you the book. May I borrow the book?
loose/lose	These trousers feel loose. Don't lose your phone.
meter/metre	The meter was running. It was a metre long.
of/off	I was tired of working. I took off my hat.
outdoor/outdoors	Cricket is an outdoor sport. We played it outdoors.
passed/past	I passed the test. I walked past her.
practice/practise	He is going to football practice. He will practise his skills.
principal/principle	She is the principal of the school. She followed a basic principle.
quiet/quite	I was very quiet. It was quite funny.
rapt/wrapped	I was rapt with the result. I wrapped a present.
risen/rose	The sun had risen before I woke. The sun rose before I did.
role/roll	She played the role of a doctor. She ate a salad roll for lunch.
showed/shown	I showed her where I lived. He has shown me the way to go.
storey/story	They lived on the top storey of the building. I read the story.
their/there/they're	That is their house. They live there. They're going out.
threw/through	I threw the ball. I walked through the room.
tore/torn	He tore the shirt he was wearing. The shirt is torn.
wear/where/we're	I will wear the dress. Where are you? We're going to school.
went/gone	They went an hour ago. They have already gone.
who/which	I have two brothers who are older. I have two kittens which are cute.
who's/whose	Who's leaving now? Do you know whose dog it is?

LIST 2

Rootword	Example(s)
accept/except	Please accept this gift. Everyone went except Drew.
addition/edition	I completed the addition problems. There is a new edition of that book.
advice/advise	She asked for my advice. I would advise you to finish it.
affect/effect	She was affected by the news. It had a good effect on her.
amend/emend	They should amend the rule. He needs to emend (edit) his work.
ballet/ballot	Her ballet dress was beautiful. We needed a ballot paper to vote.
belief/believe	My belief is that you will do well. I believe you will win.
charted/chartered	He charted the data. He chartered a boat for the day.
continual/continuous	She was in continual pain. It was a continuous line.
councillor/counsellor	The local councillor approved the plans. The counsellor listened to her.
dependant/dependent	The woman had two dependants. The child was dependent on her mother.
device/devise	The electronic device was expensive. She had to devise a new plan.
elicit/illicit	He tried to elicit information. The drug was illicit.
eligible/legible	The school was eligible for the grant. Her writing was legible.
emigrant/immigrant	The emigrant left his country. The immigrant arrived in his new country.
emission/omission	There was a gas emission. The omission of her name was an oversight.
employee/employer	The new employee worked hard. The boss was their employer.
forgave/forgiven	I easily forgave my best friend. I told her she was forgiven.
formally/formerly	I was dressed formally. I was formerly at another address.
human/humane	He is a human being. They had to treat the animal in a humane way.
licence/license	He had a driver's licence. He had to license the car.
mediate/meditate	She had to mediate between the groups. I took time to meditate and relax.
mistaken/mistook	I was mistaken about the time. I mistook the time it would take.
overtaken/overtook	They had overtaken the slow car. They overtook the car.
premier/premiere	The premier is the state leader. We went to the film premiere.
proof/prove	You need the right proof first. You will have to prove it's true.
refuge/refugee	He took refuge from the storm. The refugee arrived from another country.
review/revue	Write a review of the book. The musical revue was very funny.
scared/scarred	I was scared of the dark. The burn scarred my skin.
scraped/scrapped	She scraped her knee when she fell. I scrapped the work I was doing.
stationary/stationery	The train was stationary. The stationery included pencils.
suit/suite	He wore the new suit to the party. We stayed in an expensive hotel suite.
summary/summery	The summary was very brief. It was a fine, summery day.

TEACHER INFORMATION AND PUPIL PAGES

Answers

- | | | |
|-------------|-----------|------------|
| 1. (a) roar | (b) soar | (c) board |
| (d) hoarse | (e) oars | (f) aboard |
| 2. (a) more | (b) sore | (c) tore |
| (d) wore | (e) pore | (f) core |
| (g) store | (h) score | (i) chore |
| (j) bored | (k) shore | (l) before |
| 3. (a) wore | (b) tore | (c) score |
| (d) bored | (e) chore | (f) core |
| 4. (a) sore | (b) board | (c) store |
| (d) more | | |

1. Write oar to finish the words in each sentence.

- (a) You can hear the lions r_____ at the zoo.
 (b) Birds can s_____ high in the sky.
 (c) My friends and I played a b_____d game.
 (d) I had a cough and my voice was very h_____se.
 (e) You need two _____s to row a small boat.
 (f) Be careful when you step ab_____d the yacht.



2. Write ore to finish the words.

- | | | |
|-------------|-------------|--------------|
| (a) m_____ | (b) s_____ | (c) t_____ |
| (d) w_____ | (e) p_____ | (f) c_____ |
| (g) st_____ | (h) sc_____ | (i) ch_____ |
| (j) b_____d | (k) sh_____ | (l) bef_____ |

3. Write one of the ore words above to finish the sentences.

- (a) Yesterday, I _____ my school shirt.
 (b) I fell over and _____ a hole in my trousers.
 (c) Do you know what the football game's _____ is?
 (d) I'm _____ when there is no-one to play with.
 (e) My main _____ every day is to make the bed.
 (f) Finish the apple and put the _____ in the bin.

4. Choose the right word.

- (a) I had a small sore soar on my foot.
 (b) The teacher wrote the words on the bored board.
 (c) My sister went to the store shore to buy a dress.
 (d) I can read a lot more pore books this year.

Answers

1. Teacher check drawings.

(a) hair

(b) fair

(c) pair

(d) chair

(e) stairs

(f) fairy

(g) dairy

(h) hairy

2. (a) banana

(b) extra

(c) camera

(d) China

(e) umbrella

(f) zebra

3. (a) hair, fair

(b) pair, stairs

(c) dairy

(d) china

(e) fare, fair

(f) camera, zebra

PUPIL NAME

1. Write air to finish the words. Draw a picture for each.

(a) h_____	(b) f_____	(c) p_____	(d) ch_____
(e) st_____s	(f) f_____y	(g) d_____y	(h) h_____y

2. Add a to each word. Write the correct word for each 'What am I?'

- Chin_____ (a) I am a yellow fruit. _____
- zebr_____ (b) I am something left over. _____
- extr_____ (c) I am used for taking photographs. _____
- camer_____ (d) I am a big country with lots of people. _____
- banan_____ (e) I am used to keep you dry when it is raining. _____
- umbrell_____ (f) I am a black and white animal. _____

3. Choose the correct word.

- (a) The girl with blonde hair hairy has fairy fair skin.
- (b) The pear pair of chairs were under the stairs stares.
- (c) The cows in the hairy dairy need milking.
- (d) Grandma used her good china China for the party.
- (e) We paid the fair fare for the train to the fair fare.
- (f) I used my camera drama to take a picture of the extra zebra.



Answers

1. (a) warm (b) warn (c) reward
(d) ward (e) swarm (f) wart
(g) wardrobe (h) dwarf
2. (a) sauce (b) saucer (c) launch
(d) haunt (e) laundry (f) pause
3. (a) warm, August
(b) astronaut, launch
4. (a) rewards (b) rewarded (c) rewarding

1. Write war to finish the words in each sentence.

- (a) The days are very _____m in summer.
- (b) A car alarm will _____n you if someone tries to break in.
- (c) The police gave a re_____d when they caught the robber.
- (d) She is in the children's _____d at the hospital.
- (e) I was scared when I saw the s_____m of bees.
- (f) I had an ugly _____t on my finger.
- (g) All my clothes are hanging in the _____drobe?
- (h) I wonder if Snow White had a favourite d_____f.



2. Add au to finish each word. Use the correct word to complete each question.

- p_____se (a) Do you like tomato _____ on your food?
- s_____ce (b) Do you ever use a cup and a _____?
- l_____ndry (c) Have you seen a rocket _____?
- l_____nch (d) Do you think a ghost can _____ a house?
- h_____nt (e) Do you help Mum with the _____?
- s_____cer (f) Can you use the _____ button on the CD player?

3. Circle each word with a war or au sound. Draw the pictures.

(a) Something that will cool you on a warm August day.

(b) An astronaut near the rocket launch pad.

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4. Finish the words.

- (a) re_____ds (b) re_____ded (c) re_____ding

Answers

1. (a) three (b) throw (c) throat
(d) thread (e) throne (f) through
2. (a) shrink (b) shrub (c) shred
(d) shrug (e) shriek (f) shrimp
3. (a) three, shrubs
(b) shrunken, thread
4. (a) throw, threw
(b) shrink, shrunk
(c) through, threw

1. Write *thr* to finish the words. Use the correct word to complete each sentence.

- _____one (a) My brother had _____ candles on his cake.
 _____ead (b) I can _____ the ball a long way.
 _____ee (c) My _____ hurt when I was sick.
 _____ough (d) You need a needle and _____ to sew.
 _____ow (e) A king or queen sits on a _____.
 _____oat (f) I like to walk _____ the park.

2. Write *shr* to finish the words. Use the correct word to complete each sentence.

- _____ed (a) Be careful not to _____ the clothes in the wash.
 _____imp (b) The _____ in the garden had red flowers.
 _____iek (c) Dad had to _____ the papers.
 _____ub (d) I saw him _____ when he didn't know the answer.
 _____ink (e) She made a loud _____ when she saw the mouse.
 _____ug (f) The seafood I like best is _____.

3. Circle the *thr* or *shr* sound. Draw the pictures.

(a) Three green shrubs with blue flowers.

(b) A shrunken jumper with coloured thread.

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4. Choose the right word.

(a) I can throw threw the ball. I throw threw the ball.

(b) It will shrink shrunk. It has shrink shrunk.

(c) I walked threw through the garden. Mark threw through the ball.

Answers

- | | | |
|-------------------------|---------------|--------------|
| 1. (a) spray | (b) sprinkles | (c) sprint |
| (d) spread | (e) Spring | (f) sprout |
| 2. (a) spree | (b) sprinkler | |
| 3. (a) scream | (b) screen | (c) scratch |
| (d) scrub | (e) screw | (f) scribble |
| 4. (a) scruffy, scratch | | |
| (b) scribbled, scrap | | |

1. Write spr to finish the words in each sentence.

- (a) Emily used a _____ay to make her hair shiny.
- (b) Mum put chocolate _____inkles on the cupcakes.
- (c) Mark had to _____int to not miss the bus.
- (d) I like jam _____ead on my toast.
- (e) _____ing is the best season of the year.
- (f) The vegetable seeds we planted started to _____out.



2. Circle the spr words. Draw the pictures.

- (a) Two things you might buy on a shopping spree.

- (b) Three children playing under a sprinkler.

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3. Write scr to finish the words. Use the correct word to complete each sentence.

- _____ibble (a) How loudly can you _____?
- _____ew (b) There is a _____ on each window.
- _____ub (c) I have a long _____ on my arm.
- _____eam (d) I always _____ my feet clean in the shower.
- _____atch (e) I watched Dad _____ in the light bulb.
- _____een (f) My baby sister can only _____ her name.

4. Circle the scr words. Draw a picture for one of the sentences.

- (a) A scruffy boy with a big scratch on his leg.
- (b) A name scribbled on a scrap of paper.

Answers

- | | | |
|----------------------|---------------------------|-------------------|
| 1. (a) squirt | (b) squeeze | (c) squeal |
| (d) squeak | (e) square | (f) squid |
| (g) squirrel | (h) squad | (i) squat |
| (j) squash | | |
| 2. (a) squirt | (b) squeak | (c) squirrel |
| (d) square | (e) squid | |
| 3. (a) street | (b) straw | (c) stream |
| (d) strap | (e) stretcher | (f) strawberry |
| (g) streamer | (h) string | |
| 4. (a) stray, street | (b) square, straight | (c) squid, stream |
| (d) strong, strap | (e) Squeeze, strawberries | |

1. Write *squ* to finish the words. Draw a picture for each.

- (a) _____irt (b) _____eeze (c) _____eal (d) _____eak (e) _____are
(f) _____id (g) _____irrel (h) _____ad (i) _____at (j) _____ash

2. Write a *squ* word from above to finish the questions. Answer each with yes or no.

- (a) Would you ever _____ water at someone? _____
(b) Does a mouse _____? _____
(c) Does a _____ have a bushy tail? _____
(d) Can you draw a _____ with four sides the same? _____
(e) Does a _____ swim in the sea? _____

3. Write *str* to finish each word. Draw a picture.

- (a) _____eet (b) _____aw (c) _____eam (d) _____ap
(e) _____etcher (f) _____awberry (g) _____eamer (h) _____ing

4. Choose the correct word.

- (a) The stray straw dog was on the busy street stretch.
(b) You need to draw a squirm square with straight strange lines.
(c) There are no squid squad living in the stream strand.
(d) The stress strong man had to tie the strap straw on the load.
(e) Squeeze Squeal the chocolate sauce on the stretcher strawberries.



PUPIL NAME _____

Answers

1. (a) bunch (b) munch (c) crunch
(d) branch (e) bench (f) lunch
(g) punch (h) brunch (i) ranch
(j) pinch
2. (a) bunch (b) Brunch, lunch (c) bench
(d) ranch (e) branch
3. (a) catch (b) watch (c) patch
(d) match (e) snatch
4. Teacher check pupils' drawings.

1. Write *ch* to finish the words.

- (a) bun_____ (b) mun_____ (c) crun_____ (d) bran_____ (e) ben_____
- (f) lun_____ (g) pun_____ (h) brun_____ (i) ran_____ (j) pin_____

2. Use a *ch* word from above to finish the sentences.

- (a) Dad bought a _____ of flowers for Mum's birthday.
- (b) _____ is the meal between breakfast and _____.
- (c) Two friends were sitting on a _____ in the park.
- (d) You would find lots of cattle at a _____.
- (e) The _____ of the tree broke in the strong wind.

3. Write *tch* to finish the words. Write the correct word for each question. Answer each with yes or no.

- pa_____ (a) Can you _____ a basketball? _____
- sna_____ (b) Do you _____ television? _____
- ma_____ (c) Would a pirate wear an eye _____? _____
- ca_____ (d) Have you ever been to a cricket _____? _____
- wa_____ (e) Would you _____ a toy from a friend? _____

4. These words can have different meanings. Read the sentences, then draw a picture for each.

- (a) I wear a **watch** on my wrist.
I like to **watch** Mum cooking.

- (b) The football **match** was on TV.
He lit a **match** to start the fire.

PUPIL NAME _____

Answers

1. (a) picture (b) nature (c) adventure
(d) future (e) furniture (f) fracture
(g) creature (h) puncture
2. (a) furniture (b) puncture (c) creature
3. Answers will vary.
4. (a) machine (b) trampoline (c) magazine (d) submarine
5. (a) tambourine (b) margarine (c) sardine
(d) fracture (e) future (f) mandarine

1. These words all end in ure. Write the ending to finish the words.

- (a) pict_____
- (b) nat_____
- (c) advent_____
- (d) fut_____
- (e) furnit_____
- (f) fract_____
- (g) creat_____
- (h) punct_____

2. Circle each ure word. Draw the picture.

- (a) A piece of furniture in the room.
- (b) A bicycle with a tyre puncture.
- (c) An ugly creature.

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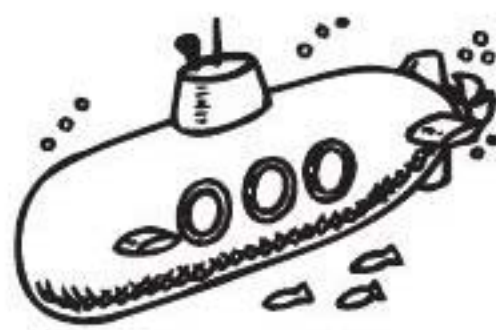
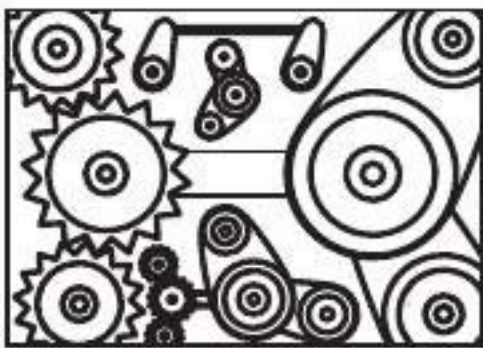
3. (a) Where would you like to go for an adventure? _____

(b) What do you like most about nature? _____

(c) What job would you like in the future? _____

4. These words all end in ine. Write the ending to finish the words.

- (a) mach_____
- (b) trampol_____
- (c) magaz_____
- (d) submar_____



5. What am I? Write the correct word.

- (a) I am a musical instrument. _____
- (b) You can spread me on bread. _____
- (c) I am a little fish. _____
- (d) I am a small break in a bone. _____
- (e) I am the opposite of the past. _____
- (f) I am a small orange fruit. _____

fracture
mandarine
tambourine
future
sardine
margarine

PUPIL NAME

Answers

- | | | |
|----------------|---------------|------------------|
| 1. (a) station | (b) fiction | (c) direction |
| (d) action | (e) addition | (f) collection |
| 2. (a) section | (b) fraction | (c) attention |
| 3. ous | | |
| 4. (a) famous | (b) dangerous | (c) enormous |
| (d) collection | (e) poisonous | (f) intersection |

1. Write tion to finish the words. Use the correct word to complete each sentence.

- direc_____ (a) We waited for the train at the _____.
- addi_____ (b) The made-up book was a work of _____.
- collec_____ (c) The wind is blowing in a different _____.
- sta_____ (d) I like _____ films better than cartoons.
- ac_____ (e) We learn how to do _____ in maths.
- fic_____ (f) The library has a big _____ of books.

2. Circle the tion words. Answer the questions.

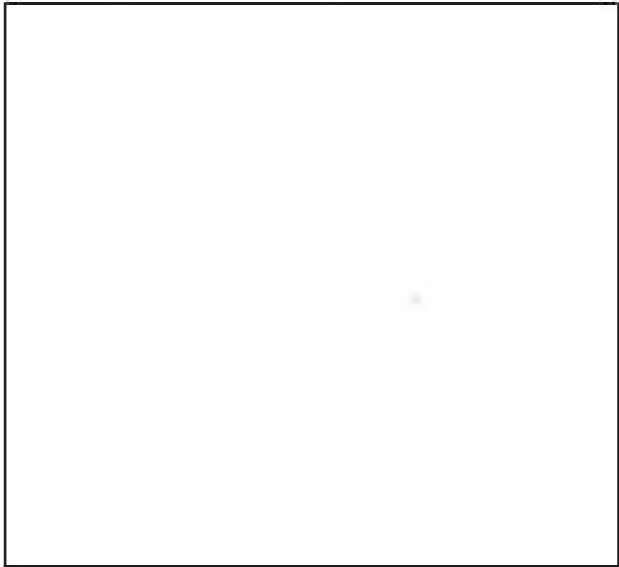
- (a) What section of the room do you sit in? front middle back
- (b) Is one half a fraction? _____
- (c) Do you pay attention to your teacher? _____

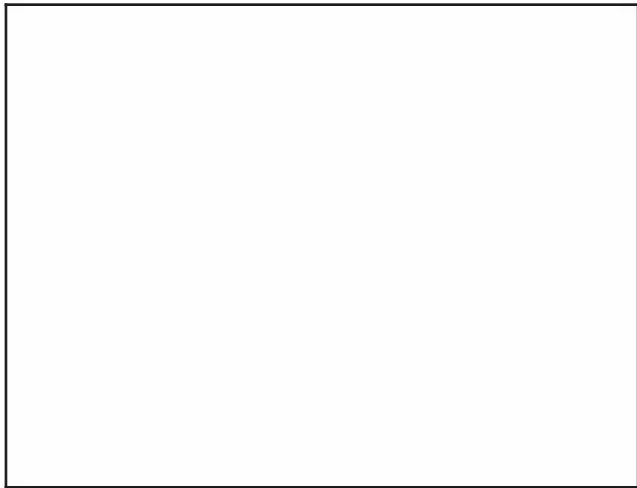
3. What letters do these words end in? _____

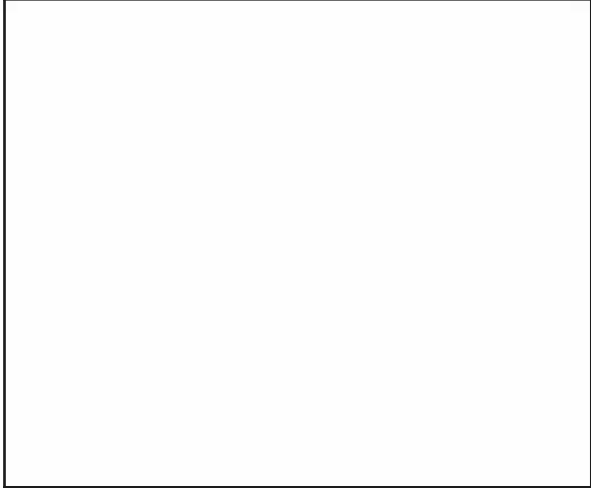
famous serious nervous dangerous enormous poisonous

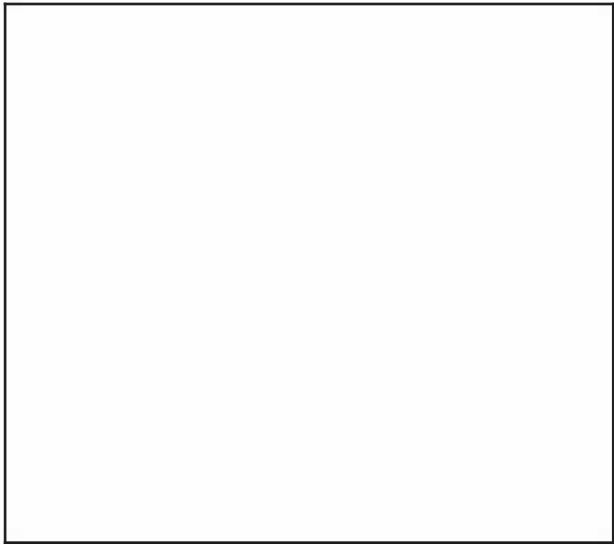
4. Circle the ous and tion words. Draw a picture for each.

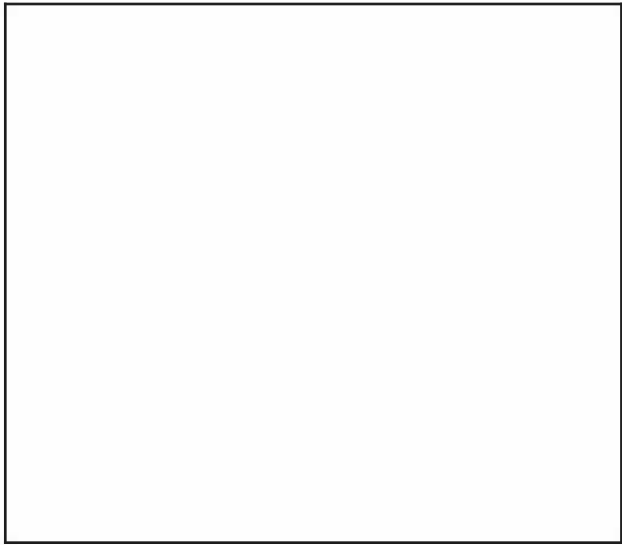
- (a) a famous person

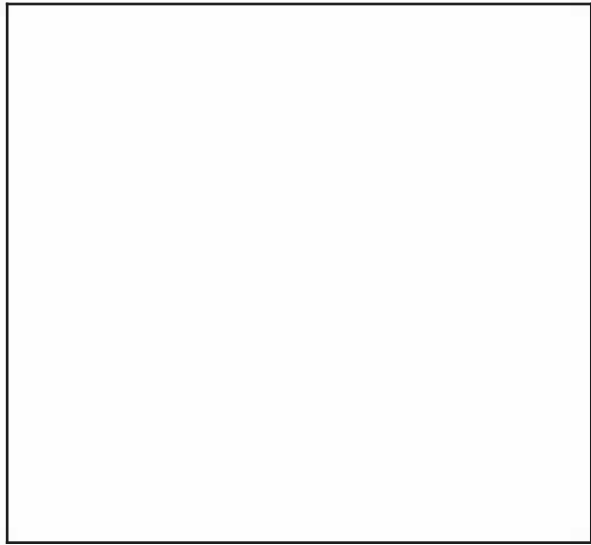

- (b) a dangerous thing to do


- (c) an enormous animal


- (d) a collection of things you like


- (e) a poisonous creature


- (f) four cars at a traffic intersection



PUPIL NAME

Look, say, cover, write, check

PUPIL NAME

about

afraid

again

another

around

because

before

climb

could

doctor

easy

ever

fear

fight

friend

funny

glass

great

happy

high

inside

knew

Look, say, cover, write, check

PUPIL NAME

large

light

little

many

mate

might

nearly

nothing

once

other

party

please

quick

ready

something

their

tomorrow

use

where

while

would

yesterday

TEACHER INFORMATION

The **plural** of a word indicates more than one person or thing.

Adding an **s** is the most common way to make most singular words plural.

- For words ending in **y**, with a vowel before the **y**, just add **s**; e.g. **boy – boys**.
- For words ending in **y**, with a consonant before the **y**, change the **y** to **i** and add **es**; e.g. **lady – ladies**. Note: Proper nouns do not change; add an **s** only; e.g. **Mr and Mrs Henry – The Henrys**.
- For words ending in **sh**, **ch**, **s** or **x**, add **es**; e.g. **dish – dishes**, **church – churches**, **box – boxes**, **dress – dresses**.
- For words ending in **f** or **fe**, change the **f** or **fe** to **v** and add **es**; e.g. **leaf – leaves**. Note: There are exceptions such as **chief**, **belief**, **chef**, **cafe**.
- For some words ending in **o**, add an **s**; e.g. **piano – pianos**, **avocado – avocados**, **radio – radios**. Others, add **es**; e.g. **hero – heroes**, **tomato – tomatoes**, **potato – potatoes**, **cargo – cargoes**. Note: Some words ending in **s** now have two acceptable plural forms; e.g. **mosquitos/mosquitoes**, **buffalos/buffaloes**.
- For words that are hyphenated, add **s** to the main noun; e.g. **sister-in-law – sisters-in-law**.
- Some words retain the same form; e.g. **sheep**, **aircraft**, **fish**, **deer**.
- Some words change completely; e.g. **tooth – teeth**, **mouse – mice**, **child – children**, **foot – feet**.

Answers

- | | | |
|-------------------------|-----------------------|-------------|
| 1. (a) plates | (b) lights | (c) mates |
| (d) animals | (e) houses | (f) nights |
| (g) years | (h) teachers | |
| 2. (a) lunches | (b) wishes | (c) glasses |
| (d) dishes | (e) classes | (f) watches |
| (g) dresses | (h) bunches | |
| 3. (a) parties | (b) babies | (c) bodies |
| (d) puppies | (e) flies | (f) berries |
| 4. (a) lollies, friends | (b) bushes, berries | |
| (c) glasses, dishes | (d) crosses | |
| (e) babies, teddies | (f) dog, games, puppy | |
| (g) boxes, lunches | | |

Plurals

Add s to a word to show more than one.

1. Write the plural of each word.

- (a) one plate – two _____ (b) one light – four _____
(c) one mate – two _____ (d) one animal – six _____
(e) one house – three _____ (f) one night – two _____
(g) one year – five _____ (h) one teacher – ten _____

Add es to words ending in ch, sh and s to show more than one.

2. Add es to show the plural.

- (a) two lunch _____ (b) three wish _____ (c) four glass _____ (d) two dish _____
(e) three class _____ (f) two watch _____ (g) six dress _____ (h) four bunch _____

These words end in y. To show more than one, drop the y and write ies.
Example: lady → ladies

3. Write the plural of each word.

- (a) party _____ (b) baby _____
(c) body _____ (d) puppy _____
(e) fly _____ (f) berry _____



4. Choose the correct word.

- (a) I gave two lollys lollies to each of my four friends friendes.
(b) The three bushs bushes had lots of red berry berries on them.
(c) I broke two glass glasses when I helped with the dish dishes.
(d) There were four cross crosses on my work.
(e) We gave the twin baby babies two pink teddy teddies.
(f) The dog dogs still plays game games as if it was a puppy puppies.
(g) Two box boxes of lunch lunches were left behind.

PUPIL NAME _____

Answers

1. (a) climbing (b) fighting (c) cleaning
(d) working (e) laughing (f) bringing
(g) thanking (h) walking
2. (a) baking (b) taking (c) using
(d) living (e) giving (f) coming
(g) driving (h) having
3. (a) playing, making, watching, helping, peeling, slicing, trying, using, licking, tasting
4. (a) climbing (b) taking (c) clean
(d) having (e) wash (f) singing

Adding 'ing'

1. Write new words by adding *ing*.

- (a) climb_____ (b) fight_____ (c) clean_____ (d) work_____
- (e) laugh_____ (f) bring_____ (g) thank_____ (h) walk_____

When a word ends in *e*, drop the *e* when adding *ing*.
Example: I can make *toast*. I am making *toast*.

2. Write new words by adding *ing*.

- (a) bake_____ (b) take_____ (c) use_____ (d) live_____
- (e) give_____ (f) come_____ (g) drive_____ (h) have_____

3. Read the story. Write new words by adding *ing*.

My sister and I were play _____ outside. Mum called to us. She was make _____ dinner. We were watch _____ her. Then we started help _____ her. We were peel _____ potatoes while Mum was slice _____ carrots. We liked try _____ to make a cake. I was use _____ a big spoon to stir. My sister was lick _____ the bowl. I was taste _____ some too!

4. Choose the correct word.

- (a) He is climb climbing the tree.
- (b) Dad is take taking us to the game.
- (c) I have to clean cleaning my room.
- (d) We are have having a cold drink.
- (e) I need to wash washing my cup.
- (f) She is sing singing nicely.



TEACHER INFORMATION

The **base word** is the main part of the word; e.g. **independent**.

Prefixes and suffixes are added to a base word to change its meaning. These new words are called **derivatives**.

Answers

- | | | |
|----------------|----------------|------------|
| 1. (a) eat | (b) sleep | (c) walk |
| (d) happy | (e) play | (f) tall |
| (g) do | (h) write | (i) cold |
| (j) rest | | |
| 2. (a) talks | talking | talked |
| (b) washed | washing | washes |
| unwashed | | |
| (c) kinder | kindest | unkind |
| (d) locked | locking | unlock |
| unlocked | | |
| 3. (a) coldest | (b) untidy | (c) sleeps |
| (d) cooking | (e) talked | (f) likes |
| (g) unfinished | (h) repainting | |

Base words

A base word is the main part of a word. Letters can be added to the front or the end of a base word.

Example: cook ed cooking

1. Circle each of the base words.

- (a) eating (b) sleeps (c) walked (d) unhappy (e) playful
(f) tallest (g) doing (h) rewrite (i) colder (j) rested

2. Write the base words.

(a) I can **talk**.

He _____s a lot.

They are _____ing.

She _____ed to me.

(b) I will **wash** the dog.

I _____ed the dog.

I am _____ing the dog.

He _____es the dog.

The dog is un_____ed.

(c) I am **kind**.

He is _____er.

She is the _____est.

They are un_____.

(d) I will **lock** the door.

I _____ed the door.

I am _____ing the door.

Can you un_____ the door, please?

The door is un_____ed.

3. Choose a base word from the list on the right to finish each sentence.

(a) It is the _____est day of the year.

talk

cook

(b) My room is very un_____.

sleep

tidy

(c) The baby _____s all night.

(d) Dad is _____ing our dinner.

cold

paint

(e) Mum _____ed to the teacher.

(f) He really _____s football.

finish

like

(g) My work is un_____ed.

(h) We were re_____ing the walls.

PUPIL NAME

TEACHER INFORMATION

A **prefix** is one or more letters added to the beginning of a base word to change its meaning; e.g. **dislike**, **unhappy**, **replay**, **irresponsible**, **misunderstood**, **improper**, **disappear**, **preheat**, **illegal**.

Answers

1. (a) uncover (b) undone (c) unfair
(d) unfold (e) unpack (f) unplug
(g) unlucky (h) unsafe (i) unwrap
(j) unlike

2. Answers will vary.

Opposites are:

- | | | |
|--------------------|------------------|--------------------|
| (a) happy, unhappy | (b) pack, unpack | (c) lucky, unlucky |
| (d) wrap, unwrap | (e) fair, unfair | (f) like, unlike |

3. (a) repaint (b) return (c) reuse
(d) retrace (e) rewind (f) refresh
(g) redo (h) remake (i) reprint
(j) recharge

4. Answers will vary.

Words with re are:

- | | | |
|------------|--------------|-------------|
| (a) return | (b) recharge | (c) repaint |
| (d) replay | (e) reuse | (f) retell |

Prefixes – un-, re-

The prefix 'un' means not, or opposite.

Example: unhappy means not happy

A prefix is put in front of a base word.

1. Write un in front of each word.

- (a) ____cover (b) ____done (c) ____fair (d) ____fold (e) ____pack
(f) ____plug (g) ____lucky (h) ____safe (i) ____wrap (j) ____like

2. Write your answer to these questions. Circle the opposite words.

- (a) Are you feeling happy or unhappy today? _____
(b) Do you pack or unpack your bag after school? _____
(c) Do you think you are a lucky or unlucky person? _____
(d) Would you like to wrap or unwrap a present? _____
(e) Do you think your teacher makes fair or unfair rules? _____
(f) Are you like or unlike your parents? _____

The prefix 're' means back or again.

Example: replay – play again or play back.

3. Write re in front of each word.

- (a) ____paint (b) ____turn (c) ____use (d) ____trace (e) ____wind
(f) ____fresh (g) ____do (h) ____remake (i) ____print (j) ____charge

4. Write your answer to these questions. Circle the words with re.

- (a) Which place would you like to return to? _____
(b) What might need a battery recharge? _____
(c) What colour would you like to repaint the classroom? _____
(d) What film do you like to replay? _____
(e) What is something you reuse at home? _____
(f) What nursery rhyme can you retell? _____

PUPIL NAME

TEACHER INFORMATION

A **suffix** is one or more letters added to the end of a base word to add to its meaning; e.g. care**less**, help**ful**, thin**ly**, walk**er**, agre**ement**, talk**ing**, break**able**, fam**ous**, neat**ness**, self**ish**.

Answers

- | | | |
|----------------|-------------|-------------|
| 1. (a) lower | (b) older | (c) harder |
| (d) quicker | (e) higher | (f) younger |
| (g) softer | (h) slower | |
| 2. (a) teacher | (b) cleaner | (c) owner |
| (d) worker | (e) walker | |
| 3. (a) baker | (b) writer | (c) skater |
| (d) user | (e) driver | |

4. Answers will vary.

er words are:

- (a) younger, older, teacher
- (b) baker
- (c) taller, shorter
- (d) smaller, larger
- (e) warmer, colder

5. The suffix **less**

- | | | |
|-----------------|---------------|--------------|
| 6. (a) homeless | (b) careless | (c) harmless |
| (d) helpless | (e) sleepless | |

Suffixes – -er, -less

The suffix 'er' goes at the end of a base word.

Example: fast – faster

1. Write a new word by adding er.

- (a) low_____ (b) old_____ (c) hard_____ (d) quick_____
- (e) high_____ (f) young_____ (g) soft_____ (h) slow_____

2. Write er to make a new word that is something a person can be.

- (a) teach_____ (b) clean_____ (c) own_____ (d) work_____ (e) walk_____

3. These words end in e. Write a new er word; e.g. make – maker

- (a) bake_____ (b) write_____ (c) skate_____ (d) use_____ (e) drive_____

4. Write your answer to these questions. Circle the er words.

- (a) Are you younger or older than your teacher? _____
- (b) What are two things a baker would make? _____
- (c) Are you taller or shorter than your best friend? _____
- (d) Is a mouse smaller or larger than a bee? _____
- (e) Do you feel warmer or colder near a heater? _____

5. Which suffix is added to the words below? _____

helpless

careless

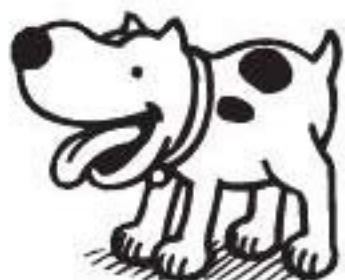
harmless

sleepless

homeless

6. Choose the correct word above to finish each sentence.

- (a) The family was _____ after their house caught fire.
- (b) I was _____ and rushed through my work.
- (c) The dog is _____ because it doesn't bite.
- (d) I felt _____ after I fell and broke my arm.
- (e) I had a _____ night because the baby kept crying.



Answers

1. (a) ear (b) end (c) fun
(d) new (e) lit/it/I (f) on
(g) the/her/he (h) read (i) us
(j) we
2. (a) a/round (b) do/or (c) eat/at/a
(d) in/side/I (e) man/an/a (l) near/ear/a/early
3. (a) a, an, not, her, he, the, no, other
4. Answers will vary.
5.  angle/a/an
6. (a) mate – ate, a, mat, at
(b) nothing – thin, thing, in, I, no, not
7. Small words to be used in each sentence are:
(a) pen, end
(b) eat, at, a

Words in words

1. Find and write a small word in each word.

- (a) fear _____ (b) friend _____ (c) funny _____ (d) knew _____ (e) little _____
(f) once _____ (g) other _____ (h) ready _____ (i) use _____ (j) were _____

2. Find and write two small words in each word.

- (a) around _____ (b) doctor _____ (c) great _____
(d) inside _____ (e) many _____ (f) nearly _____

3. Find and write the eight small words in another.

4. (a) Write your name. _____

(b) Write any small words in it. _____

5. Draw a triangle. Draw a rectangle. What small word is in both words?

6. (a) Find the four small words in *mate* and circle them in the sentence.

The dog ate a bone on the mat at the door.

(b) Find the six small words in *nothing* and circle them in the sentence.

There was a thin thing in the garden and I said, 'No, I did not see it'.

7. (a) Write a sentence using the two small words in *spend*.

(b) Write a sentence using the three small words in *great*.



PUPIL NAME _____

Answers

1. (a) afraid (b) happy (c) because
(d) quick
2. (a) around, before, could, ever, friend (1, 2, 3, 4, 5)
(b) again, doctor, easy, glass, high (2, 3, 1, 4, 5)
(c) great, knew, little, nearly, other (3, 2, 5, 4, 1)
(d) fear, might, nothing, please, would (2, 5, 4, 1, 3)
(e) August, July, November, October, September (2, 1, 5, 4, 3)
3. (a) Answers will vary.
4. (a) about (b) February (c) school
(d) many

Alphabetical order

1. Look at the first letter in each word. Write the word that comes first alphabetically.

(a)		(b)		(c)		(d)	
	afraid		yesterday		please		use
	before		where		ever		their
	climb		happy		mate		something
	doctor		while		because		ready
	easy		would		fight		quick

2. Write 1 2 3 4 5 to show the alphabetical order.

(a)	around		before		could		ever		friend	
(b)	doctor		easy		again		glass		high	
(c)	little		knew		other		nearly		great	
(d)	might		would		please		fear		nothing	
(e)	July		August		September		October		November	

3. (a) Write your first name: _____ last name: _____

(b) Write the letters in alphabetical order. _____

4. The words in each group start with the same letter.

Look at the second letter and write the word that comes first alphabetically.

(a)		(b)		(c)		(d)	
	another		fight		some		might
	about		funny		seen		many
	around		February		should		more
	again		follow		school		myself
	afraid		friend		sister		meat

TEACHER INFORMATION

Consonants which form digraphs (i.e. two letters making one sound) with other consonants include:

b – after **m**; e.g. **bomb**, **thumb**

g – before **n**; e.g. **sign**, **gnome** and with **h**; e.g. **ghost**

h – after **w**; e.g. **whip**, **whistle**

k – before **n**; e.g. **knee**, **knife**

l – e.g. **calm**, **talk**

n – after **m**; e.g. **hymn**, **autumn**

p – before **n**, **s** and **t**; e.g. **pneumonia**, **psychology**, **pterodactyl**

t – after **s**; e.g. **castle**, **listen**, **rustle**

w – before **r**; e.g. **write**, **wring** and before **h**; e.g. **whole**

Some consonants are silent when in a digraph with a vowel; e.g. **island**, **honest**.

Answers

1. (a) silent **b** – **climb**, **lamb**, **crumb**, **thumb**, **comb**

silent **k** – **knew**, **know**, **knife**

silent **h** – **honest**, **hour**, **school**, **ghost**

silent **l** – **calm**, **yolk**, **palm**

silent **c** – **science**, **scissors**, **scent**

silent **w** – **wrestle**, **wriggle**, **write**

2. (a) **school**

(b) **yolk**

(c) **knife**

(d) **thumb**

(e) **science**

(f) **scissors**

(g) **lamb**

(h) **hour**

(i) **comb**

(j) **palm**

3. (a) **know**, **write**

(b) **our**, **wrestle**

(c) **crumb**, **palm**

Silent consonants

1. All these words have a silent consonant. Use a coloured pencil to circle each silent consonant.

climb
lamb
crumb
thumb
comb

knew
know
knife

science
scissors
scent

honest
hour
school
ghost

calm
yolk
palm

wrestle
wiggle
write

2. What am I? Write the word, choosing from those above. Circle the silent consonant and draw a picture of the word.

(a) I am a place where pupils learn.

(b) I am the yellow part of an egg.

(c) You use me to cut food.

(d) I have one of these on each hand.

(e) I am a subject at school.

(f) I can cut paper.

(g) I am a baby sheep.

(h) One of me is sixty minutes.

(i) Use me when you do your hair.

(j) I am one side of your hand.

3. Choose the right word.

(a) I didn't know knew how to write right the word.

(b) At hour our school we are not allowed to wriggle wrestle on the playground equipment.

(c) I put a tiny climb crumb in the calm palm of my hand.

TEACHER INFORMATION

A **syllable** is a unit of sound which contains one vowel sound. All words are made up of one or more syllables.

- Prefixes and suffixes are usually separate syllables; e.g. **im/prove/ment**.
- Compound words are separate syllables; e.g. **note/book, out/side, sun/shine**.
- When a word has double letters that sound like one consonant, separate between these letters; e.g. **yel/low, scrib/ble, gram/mar**.
- Words ending in **tle, ble, dle, ple, glo, cle, fle** and **zle** are usually separate syllables; e.g. **whis/tle, sta/ble, han/dle, sam/ple, jin/gle, trea/cle, ri/fle, puz/zle**.
- Base words with a vowel – consonant – vowel pattern usually divide before the consonant; e.g. **po/lice, do/nor, o/pen, de/lete, a/gent, si/lent**.
- Base words with a vowel – consonant – consonant – vowel pattern usually divide between the consonants; e.g. **doc/tor, pic/ture, cen/sus, oy/ster, con/cert**.

Answers

- | | | |
|-------------|--------------|-------------|
| (a) ev/er | (b) great/er | (c) near/ly |
| (d) doc/tor | (e) a/gain | (f) in/side |
- Answers will vary.
- | | | |
|-----------|-------------|-------------|
| (a) today | (b) sister | (c) sharpen |
| (d) mower | (e) behind | (f) tiger |
| (g) able | (h) playing | |
- one syllable – bed, or, got, the, dig, so

two syllables – pushing, because, Sunday, birthday, circle, morning

three syllables – November, family, Saturday, beautiful

Syllables

A syllable forms a word or part of a word. All words have one or more syllables.

broken has two syllables – bro and ken

yesterday has three syllables – yes, ter and day

use has only one syllable – use

1. Write the syllables in each word.

(a) ever _____ (b) greater _____ (c) nearly _____

(d) doctor _____ (e) again _____ (f) inside _____

2. Write your name. Show the syllables. How many syllables?

3. These groups of words have two syllables each. Match the two syllables, then write the whole word.

(a)	to	ter	today	(e)	be	ble	
(b)	sis	er		(f)	ti	hind	
(c)	sharp	day		(g)	a	ing	
(d)	mow	en		(h)	play	ger	

4. Sort the words into three groups to show the number of syllables.

One syllable	Two syllables	Three syllables

Sunday

November

bed

pushing

or

because

got

family

birthday

the

circle

Saturday

morning

dig

so

beautiful

TEACHER INFORMATION

Antonyms are words that are opposite in meaning. Antonyms can add a contrast in description or feeling. Many words take a prefix to create an antonym; e.g. **happy** – **unhappy**

Answers

1. (a) night (b) pull (c) sister
(d) afraid (e) large (f) easy
(g) tomorrow (h) light (i) quick
(j) before (k) something (l) happy
2. Answers will vary. Opposites may include:
(a) short (b) hard, difficult (c) clean
(d) brothers (e) hot, warm (f) fast, quick
3. Opposites include:
(a) brave, timid (b) small, big, clean, dirty
4. Answers will vary.

Antonyms

1. Write the word that is opposite in meaning.

- (a) day _____
- (b) push _____
- (c) brother _____
- (d) brave _____
- (e) small _____
- (f) hard _____
- (g) yesterday _____
- (h) heavy _____
- (i) slow _____
- (j) after _____
- (k) nothing _____
- (l) sad _____

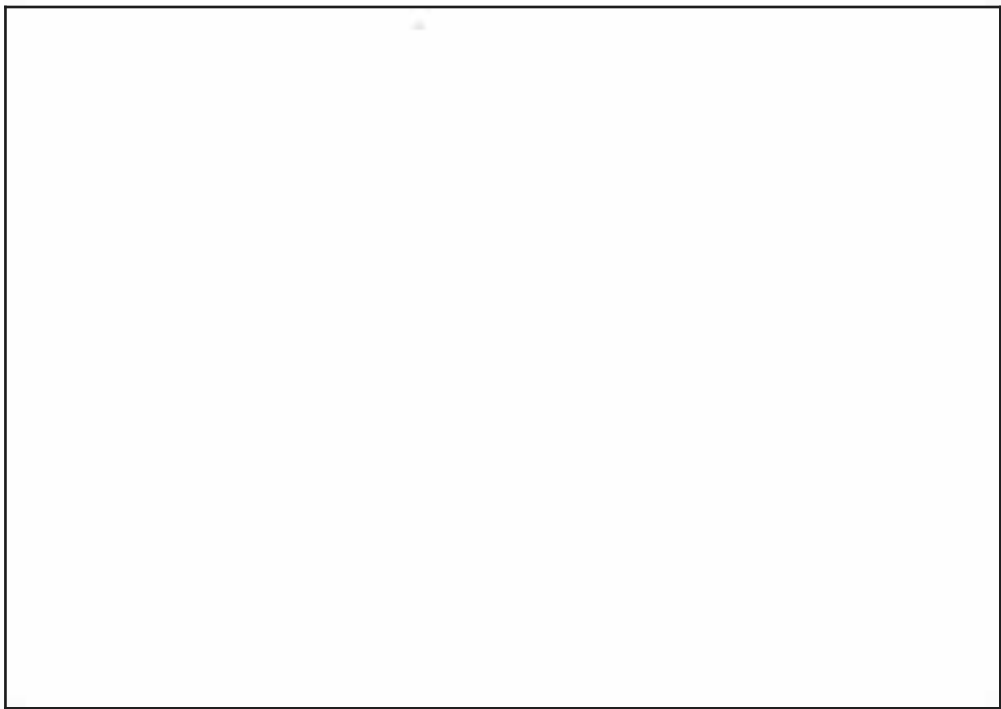
<i>afraid</i>	<i>tomorrow</i>	<i>large</i>
<i>pull</i>	<i>night</i>	<i>something</i>
<i>easy</i>	<i>light</i>	<i>happy</i>
<i>before</i>	<i>sister</i>	<i>quick</i>

2. Write a new sentence by using a word that is opposite to the bold word.

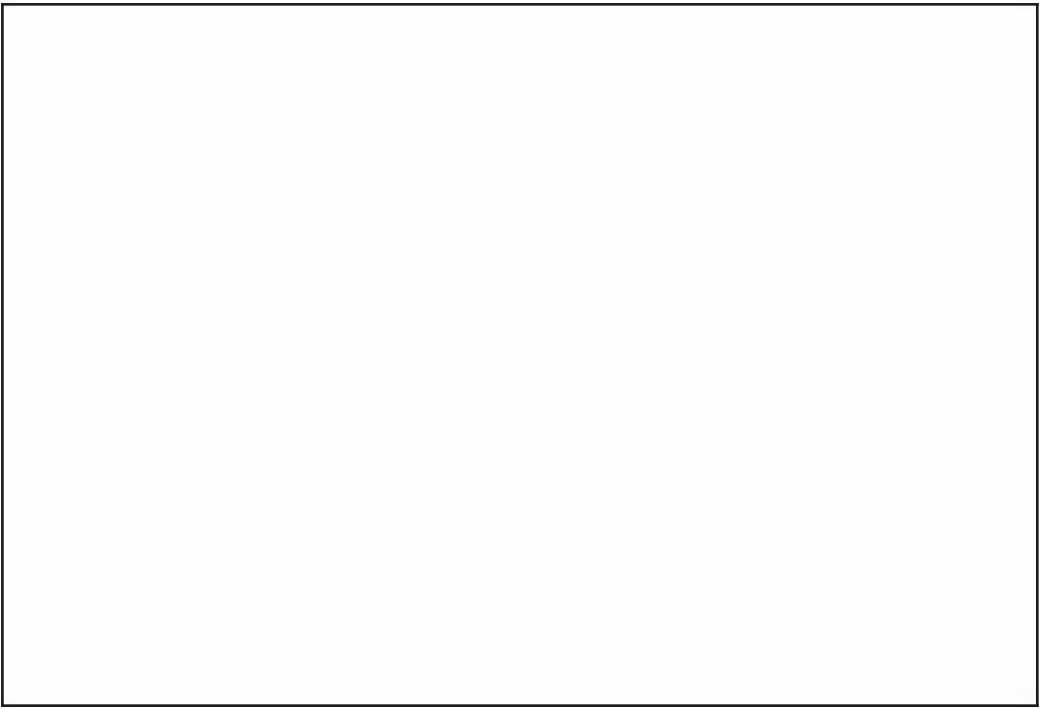
- (a) The teacher was **tall**. _____
- (b) I think spelling is **easy**. _____
- (c) My feet are very **dirty**. _____
- (d) He has two **sisters**. _____
- (e) I like **cold** weather. _____
- (f) The car was going **slow**. _____

3. Put a circle around the antonyms. Draw a picture.

(a) A brave firefighter and a timid child.



(b) A small clean dog and a big dirty dog.



4. Write a sentence using these antonyms – tall – short and push – pull.

TEACHER INFORMATION

Homophones are words that sound the same but have different meanings. Examples include: **cereal** – **serial**, **know** – **no**, **feat** – **feet**, **stare** – **stair**.

Homographs are words that are spelt the same, have different meanings and may or may not sound the same.

Examples include:

- **bow** (rhymes with **cow**) – a verb meaning to bend the body as a sign of respect
- **bow** (rhymes with **low**) – a noun meaning a looped knot
- **fair** – a noun meaning a group of sideshows
- **fair** – an adjective meaning not cloudy.

Answers

- | | |
|----------------|------------------|
| (a) know, No | (b) there, their |
| (c) hour, our | (d) week, weak |
| (e) meet, meat | (f) wood, would |
- (a) I have **been** to the shop with my sister.

(b) I took off my shoes and ran with **bare** feet.

(c) I paid the **fare** when I got on the bus.

(d) Amy **knows** how to play the **game**.

(e) Dad **gave** me a new **pair** of shoes for my birthday.

(f) I think the picture is **plain** and boring.

Homophones

Homophones sound the same but have different meanings.

1. Write the correct word for each sentence.

- (a) I don't _____ who he is. know No I told her, '_____ thank you.'
- (b) The boys are over _____. their there They have _____ bags with them.
- (c) The party is in one _____. hour our I think _____ party is in May.
- (d) This _____ will be busy. week weak He was sick and felt _____.
- (e) Can you _____ me today? meat meet We ate _____ for dinner.
- (f) Put some _____ on the fire. would wood I _____ like to play now.

2. Write the correct word for each sentence.

Draw a picture of the other word. Write it under your picture.

(a) **been** or **bean**

I have _____ to the shop
with my sister.

(b) **bear** or **bare**

I took off my shoes and ran with
_____ feet.

(c) **fair** or **fare**

I paid the _____ when I
got on the bus.

(d) **nose** or **knows**

Amy _____ how to play
the game.

(e) **pair** or **pear**

Dad gave me a new _____
of shoes for my birthday.

(f) **plane** or **plain**

I think the picture is _____
and boring.

PUPIL NAME

TEACHER INFORMATION

A **compound word** is formed by joining two or more words together.

Examples include:

- waterfall, desktop, notebook, driveway, football, daybreak, nightfall, downcast, halfway, footloose, fireproof, hard-wearing, long-sighted, three-quarters, do-it-yourself.

Answers

- | | | |
|--------------------------|---------------|---------------|
| 1. (a) myself | (b) saucepan | (c) backpack |
| (d) surfboard | (e) airport | (f) birthday |
| (g) bathtub | (h) something | |
| 2. (a) backpack | (b) birthday | (c) something |
| (d) surfboard | (e) myself | (f) bathtub |
| (g) saucepan | (h) airport | |
| 3. (a) bathroom, tonight | | |
| 4. (a) pancake | (b) rainbow | |

Compound words

1. Draw a line to match words to make a compound word. Write the new word, then draw a picture.

- | | | |
|-----------|-------|-------|
| (a) my | pack | _____ |
| (b) sauce | day | _____ |
| (c) back | thing | _____ |
| (d) surf | self | _____ |
| (e) air | tub | _____ |
| (f) birth | pan | _____ |
| (g) bath | board | _____ |
| (h) some | port | _____ |

2. Use the new words you made to finish the sentences.

- (a) I put a book, pencils and my lunch in my _____.
- (b) I'm going to have a big _____ party this year.
- (c) We want to buy _____ to eat for dinner tonight.
- (d) I took my _____ with me to the beach.
- (e) I can see _____ clearly in the bathroom mirror.
- (f) I was dirty, so I filled the _____ with water.
- (g) Never touch a hot _____ that is on the stove.
- (h) Dad said thank you for taking him to the _____.

3. There are two new compound words in the sentences above. Can you find them?

4. Read the clue and write a compound word.

- (a) A tasty treat for breakfast. p_____ c _____
- (b) A colourful arch in the sky. r_____ b _____



TEACHER INFORMATION

A **contraction** is a shortened form of two words where an apostrophe is used to replace the letters omitted;

e.g. I am – I'm, she is – she's, will not – won't, are not – aren't, they are – they're.

Answers

1. (a) he'll (b) she'll (c) it'll
(d) that'll
2. (a) I'll make my bed. (b) He'll eat his lunch.
(c) She'll play outside. (d) It'll be hot tomorrow.
(e) That'll be a nice gift.
3. Answers will vary.
4. (a) don't (b) isn't (c) hasn't
(d) wasn't
5. (a) I don't want to go to bed.
(b) Jack isn't feeling well.
(c) Ruby hasn't finished yet.
(d) Mr Smith wasn't in the room.
(e) He can't climb that tree.

Contractions

To shorten the word *will*

Example: I will → I'll

1. Shorten these and write the new word.

(a) he will _____ (b) she will _____ (c) it will _____ (d) that will _____

2. Write each sentence again with the bold words shortened into one word.

(a) **I will** make my bed. _____

(b) **He will** eat his lunch. _____

(c) **She will** play outside. _____

(d) **It will** be hot tomorrow. _____

(e) **That will** be a nice gift. _____

3. Write a sentence using the shortened form of these words.

(a) we will _____

(b) you will _____

(c) they will _____

To shorten the word *not*, drop *o* and use an apostrophe.

4. (a) do not _____ (b) is not _____ (c) has not _____ (d) was not _____

(For **can not**, drop the extra **n** – **can't**.)

5. Write each sentence again with the bold words shortened.

(a) I **do not** want to go to bed. _____

(b) Jack **is not** feeling well. _____

(c) Ruby **has not** finished yet. _____

(d) Mr Smith **was not** in the room. _____

(e) He **can not** climb that tree. _____

PUPIL NAME _____

Answers

1. be – become, because, began, below, begin, before
to – today, tomorrow, tonight, together, towards
in – into, invent, inside, indoor, incorrect
out – outside, outlook, outgrow, outdoor, outfit
any – anyway, anyone, anyhow, anywhere, anything
some – sometimes, someone, somewhere, something, somehow
2. Answers will vary.

Sorting words

1. Sort the words into six groups. Each group of words has the same beginning.

[illegible]

anyway

today

sometimes

outside

because

into

outgrow

tonight

outdoor

someone

inside

together

towards

outfit

somehow

incorrect

indoor

something

anyone

become

tomorrow

outlook

anyhow

anywhere

began

below

begin

invent

somewhere

before

anything

2. Choose a word from each group. Use the word in a sentence.

(a) be _____

(b) to _____

(c) in _____

(d) out _____

(e) any _____

(f) some _____

Answers

1. (a) climb (b) school (c) friend
(d) doctor (e) funny (f) glass
(g) light (h) happy

2. The letter **e** is missing.

- (a) before (b) large (c) little
(d) once (e) where (f) while

3. (a) Sometimes, afraid

(b) little, again

(c) sister, fighting, about

(d) There, something, funny

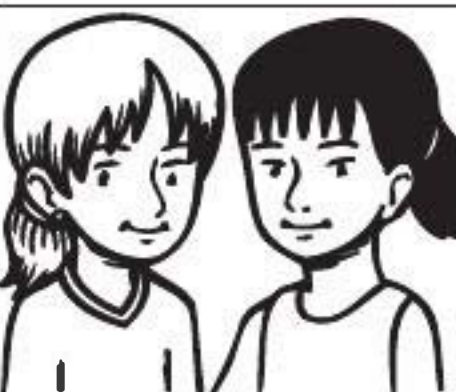
(e) friend, because, knows, large

Identifying correct spelling

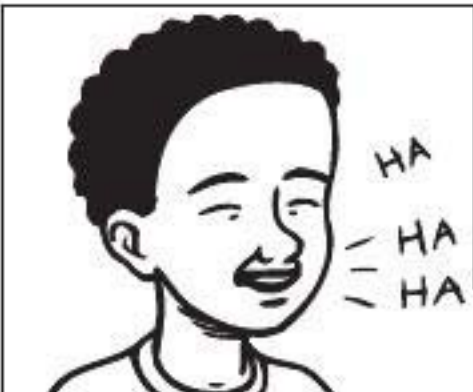
1. Write the correct spelling for each word.

(a) 
clime

(b) 
sckool

(c) 
freind

(d) 
docter

(e) 
funni

(f) 
glas

(g) 
liht

(h) 
hapy

2. Which letter is missing from each word? _____ Write each word correctly.

- (a) befor _____ (b) larg _____ (c) littl _____
(d) onc _____ (e) wher _____ (f) whil _____

3. Find the words that are not spelt correctly. Put a line under each. Write the correct words in the box.

(a) Sumtimes I am afrade
of the dark.

----------------------	----------------------

(b) My littel brother is
crying agane.

----------------------	----------------------

(c) I don't know what my
sistar was fiting abowt.

----------------------	----------------------	----------------------

(d) Ther is sumthing very
funy in the book.

----------------------	----------------------	----------------------

(e) My frend is happy
becose he nows he
will get a larje present.

PUPIL NAME

TEACHER INFORMATION

A **capital letter** is used:

- to start a sentence; e.g. **S**he is here today.
- for the pronoun **I**, including **I**'m, **I**'ve, **I**'ll and **I**'d
- as the first letter of a proper noun; e.g. **I**reland, **T**homas, **P**acific **O**cean
- for the initial letter and proper nouns to start direct speech; e.g. '**S**he is here today.'
- for the initial letter and proper nouns in titles of books, films etc.; e.g. **B**lack **B**eauty, **F**inding **N**emo.

Prim-Ed Publishing® employs minimal capitalisation for titles of books and other publications, as recommended by the *Style manual for authors, editors and printers*, sixth edition, 2002.

Answers

- (a) **T**he story is about two friends.
 - (b) **I** was so happy to see **B**lake and **R**icky at the park.
 - (c) **L**ast year, my teacher was **M**r **R**ussell.
 - (d) **T**omorrow, we are going to see **D**r **S**tewart.
 - (e) **A**nother family just moved to **P**acker **S**treet.
 - (f) **T**he name of our school is **R**eed **H**ill **P**rimary.
 - (g) **M**um and **I** watched **P**rince **W**illiam on television.
 - (h) **W**hen **I** am older, I want to visit **J**apan and **I**ndia.
2. Answers will vary.
3. **M**y **A**unty **J**asmine is getting married in **A**pril next year. **S**he will marry **J**ason. **T**hey are going on a plane to **B**ali. When they come back to **N**ew **Z**ealand, they will live in **W**ellington.

Capital letters

1. Use a red pencil to show where the capital letters should be.

- (a) the story is about two friends.
- (b) i was so happy to see blake and ricky at the park.
- (c) last year, my teacher was mr russell.
- (d) tomorrow, we are going to see dr stewart.
- (e) another family just moved to packer street.
- (f) the name of our school is reed hill primary.
- (g) mum and i watched prince william on television.
- (h) when i am older, i want to visit japan and india.



2. Answer these questions. Use capital letters.

- (a) What is your teacher's name? _____
- (b) What day will it be tomorrow? _____
- (c) In what month is your birthday? _____
- (d) Who is your best friend? _____
- (e) What planet do we live on? _____
- (f) What day of the week do you like most? _____
- (g) What country would you most like to visit? _____
- (h) What is your first and last name? _____

3. Read the story. Show where the capital letters should be.

my aunty jasmine is getting married in april next year. she will marry jason. they are going on a plane to bali. when they come back to new zealand, they will live in wellington.



PUPIL NAME

TEACHER INFORMATION

A **full stop** (.) is used:

- to show the end of a statement; e.g. She went to school.
- for abbreviations when only the first part of the word is used; e.g. Feb., Capt.

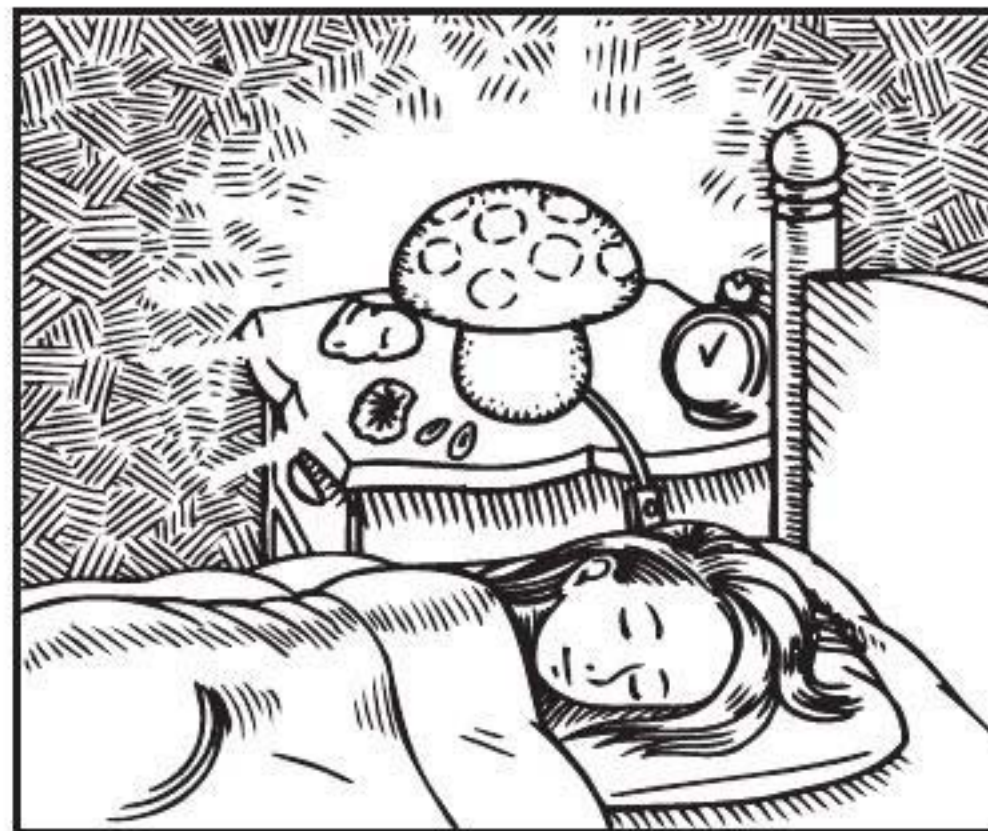
Answers

- (a) I have to come inside when it's dark.
 - (b) I'm hungry because I forgot to eat breakfast.
 - (c) I don't know where the new DVD is.
 - (d) It is nearly time for school holidays.
 - (e) My little sister keeps her light on at night.
- (a), (b), (d), (e) and (h) need a full stop.
 - (a) We saw a kangaroo.
 - (b) I liked the koala.
 - (d) I am ready to go.
 - (e) My room is neat.
 - (h) My friend is funny.
- (a) My birthday is today. I am eight years old.
 - (b) Dinner is ready. We are having spaghetti.
 - (c) I found the book outside. Someone left it there.
 - (d) I have a salad for lunch. My mum made it.
 - (e) I like school. It's good to learn different things.
- On the weekend I spent some time outside. I also played some games on the computer. It's in the family room. Mum and Dad like to know what I'm playing. They use the computer, too. Dad uses it to pay the bills. Sometimes Mum plays a game. Sometimes she writes emails.

Full stops

1. Add a full stop to end the sentences.

- (a) I have to come inside when it's dark
- (b) I'm hungry because I forgot to eat breakfast
- (c) I don't know where the new DVD is
- (d) It is nearly time for school holidays
- (e) My little sister keeps her light on at night



2. Which of these need a full stop? Use a red pencil.

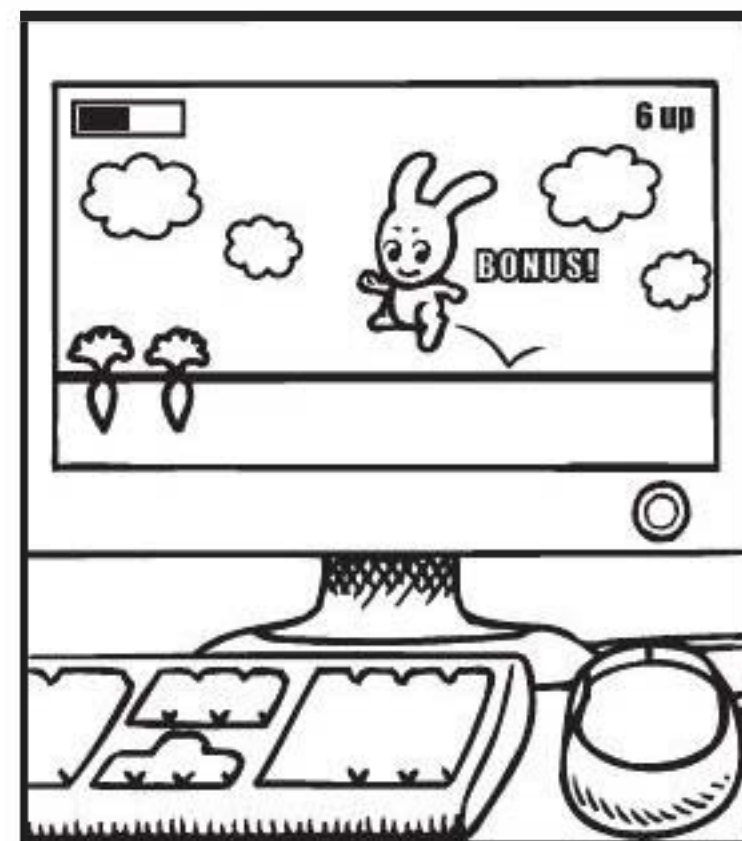
- | | |
|-----------------------|------------------------|
| (a) We saw a kangaroo | (b) I liked the koala |
| (c) The glass is | (d) I am ready to go |
| (e) My room is neat | (f) She can |
| (g) There is no | (h) My friend is funny |

3. Add a full stop at the end of each sentence.

- (a) My birthday is today I am eight years old
- (b) Dinner is ready We are having spaghetti
- (c) I found the book outside Someone left it there
- (d) I have a salad for lunch My mum made it
- (e) I like school It's good to learn different things

4. Read the story. Use a full stop at the end of each sentence.

On the weekend I spent some time outside I also played some games on the computer It's in the family room Mum and Dad like to know what I'm playing They use the computer, too Dad uses it to pay the bills Sometimes Mum plays a game Sometimes she writes emails



PUPIL NAME

TEACHER INFORMATION

A **question mark (?)** is used:

- at the end of a sentence that asks a question; e.g. How are you?
- in direct and reported speech where a question is asked; e.g. 'How are you?' she asked.

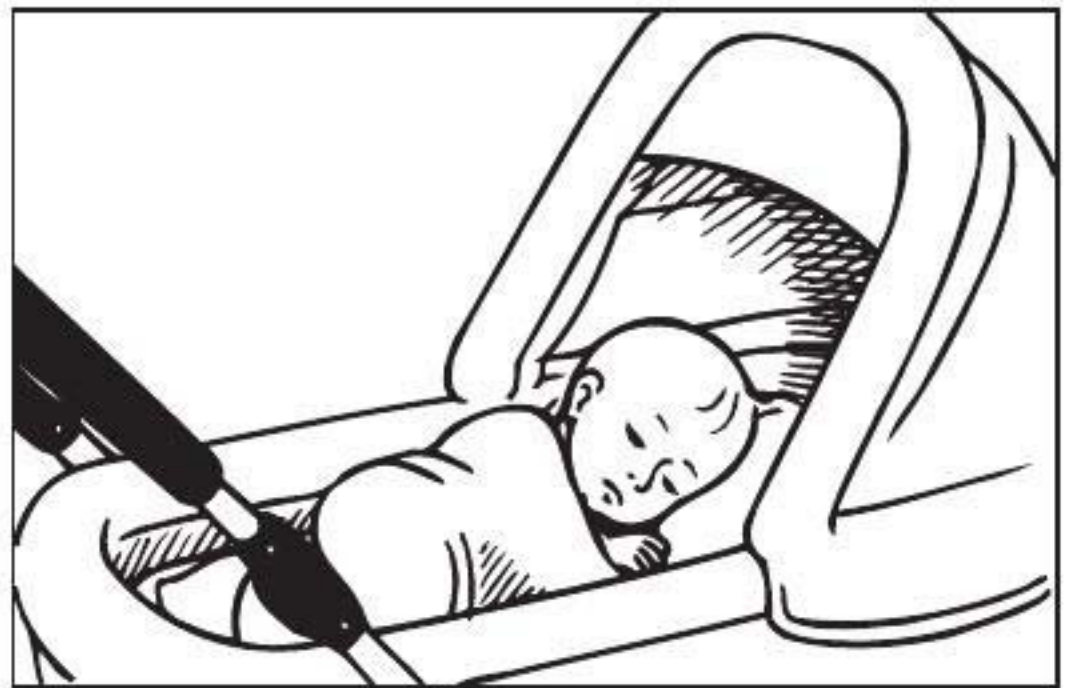
Answers

- Do you know if the baby is sleeping?
 - How far do you think it is to the shop?
 - Are you going to help clean the house?
 - How do I get to Sanders street?
 - Do you think you should be doing that?
- Responses will vary.
 - How many brothers and sisters do you have?
 - What makes you laugh?
 - What is something you do every morning?
 - What is your favourite animal?
 - Where do crocodiles live?
- Answers will vary.
- Answers will vary.

Question marks

1. Show where the question mark ? should be.

- (a) Do you know if the baby is sleeping
- (b) How far do you think it is to the shop
- (c) Are you going to help clean the house
- (d) How do I get to Sanders Street
- (e) Do you think you should be doing that



2. Show where the question mark should be. Write an answer.

- (a) How many brothers and sisters do you have _____
- (b) What makes you laugh _____
- (c) What is something you do every morning _____
- (d) What is your favourite animal _____
- (e) Where do crocodiles live _____

3. Write a question for each answer.

- | | |
|-----------|--------------------------|
| (a) _____ | It is 3 o'clock. |
| (b) _____ | My name is Grace. |
| (c) _____ | I am seven years old. |
| (d) _____ | The game is on Saturday. |
| (e) _____ | I like the colour green. |

4. Draw a picture of you and your family having dinner.



- (a) How many people are in your family? _____
- (b) What room are you eating in? _____
- (c) What are you eating? _____
- (d) Who made the food? _____
- (e) Who will clean up? _____

PUPIL NAME

TEACHER INFORMATION

A **comma** (,) suggests a short pause and is used to make meaning clearer by separating parts of a sentence. Use a comma to:

- separate items in a list; e.g. I took pens, pencils, paper and paints to the class.
- separate lists of adjectives; e.g. He is talented, smart, strong and mature.
- separate clauses in a sentence; e.g. If I see him today, I'
- separate words, phrases and clauses at the start of a sentence; e.g. Firstly, I'm not going!
- separate words that add extra information; e.g. Kylie, my best friend, is coming to visit.
- separate the carrier (*I replied*) from the direct speech; e.g. 'That is Kylie', I replied.

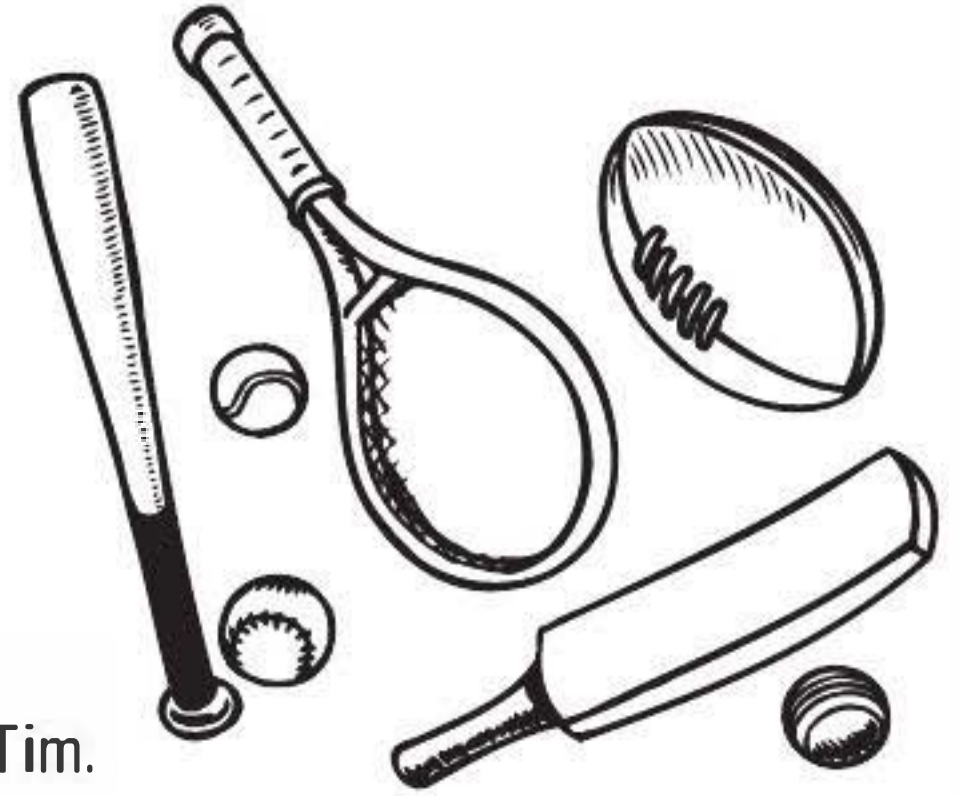
Answers

- (a) I like pears, oranges and watermelons.
(b) My brothers are Ben, Cody and Liam.
(c) I like reading, drawing, music and dancing.
(d) I play tennis, rugby, rounders and cricket.
(e) My best friends are Emily, Trent, Riley, Sam and Tim.
- Answers will vary for (a), (b), (d) and (e).
(c) January, February, March and April
(f) eleven, twelve, thirteen, fourteen and fifteen
- Answers will vary.

Commas

1. Show where the commas go in each sentence.

- (a) I like pears oranges and watermelons.
- (b) My brothers are Ben Cody and Liam.
- (c) I like reading drawing music and dancing.
- (d) I play tennis rugby rounders and cricket.
- (e) My best friends are Emily Trent Riley Sam and Tim.



2. Finish these sentences. Don't forget the commas.

- (a) Three things I like to do with my family are _____ and _____.
- (b) Three vegetables I like eating are _____ and _____.
- (c) The first four months of the year are _____ and _____.
- (d) My four favourite animals are _____ and _____.
- (e) Four things that are in my bedroom are _____ and _____.
- (f) The next five numbers after ten are _____ and _____.

3. Write an answer for each question. Don't forget the commas.

- (a) What are the letters in your first name?

- (b) Who are the four people who sit closest to you in class?

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Answers

1. (a) **E**lla and **E**mma sit next to each other in class.
(b) **I** live in **P**aris, **F**rance.
(c) **M**um called **M**rs **T**aylor to see if **I** could visit **S**am.
(d) **O**ur family is going to **C**ape **T**own in **S**outh **A**frica.
(e) **I** watched **T**rent and **R**owan play cricket at **E**astern **O**val.
2. (a) **M**y little brother likes to try kicking the football.
(b) **I** would like to visit **G**randma on the weekend.
(c) **D**id you know **I** climbed the big tree outside?
(d) **A**t what time **d**o you think we will go to the shops?
(e) **I** would like to buy a book to read.
3. (a) **M**y sisters are **A**sha, **E**mily and **B**elle.
(b) **I** love chocolate, mint and vanilla ice-cream.
(c) **We** are going to **S**ea **W**orld, **C**inema **W**orld and the circus.
(d) **O**ur garden has bushes, flowers and trees.
(e) **The** film star is pretty, funny, smart and rich.
4. **A**unt **L**isa and **U**ncle **J**im took **T**yler and **I** to the beach. **We** swam, surfed and made a sandcastle. '**D**o you want to find some shells?' asked **U**ncle **J**im. **I** said no but **T**yler said yes. **They** found white, brown and blue shells.

1. Show where the capital letters should be.

- (a) ella and emma sit next to each other in class.
- (b) i live in paris, france.
- (c) mum called mrs taylor to see if i could visit sam.
- (d) our family is going to cape town in south africa.
- (e) i watched trent and rowan play cricket at eastern oval.

2. Use a full stop or question mark.

- (a) My little brother likes to try kicking the football
- (b) I would like to visit Grandma on the weekend
- (c) Did you know I climbed the big tree outside
- (d) At what time do you think we will go to the shops
- (e) I would like to buy a book to read

3. Show where the commas should be.

- (a) My sisters are Asha Emily and Belle.
- (b) I love chocolate mint and vanilla ice-cream.
- (c) We are going to Sea World Cinema World and the circus.
- (d) Our garden has bushes flowers and trees.
- (e) The film star is pretty funny smart and rich.

4. Show where the capital letters, full stops, question marks and commas should be.

aunt lisa and uncle jim took tyler and i to the beach we swam surfed and made a sandcastle 'do you want to find some shells' asked uncle jim i said no but tyler said yes they found white brown and blue shells



TEACHER INFORMATION

Nouns are naming words. They name people, places, things and ideas.

Common nouns are words naming general rather than particular things; e.g. **apple, river, table, colour.**

Proper nouns name specific people and things and use a capital letter; e.g. **England, Luke.**

Collective nouns name a group of people, animals or things; e.g. **class, herd.**

Abstract nouns name an idea, concept or quality; e.g. **love, danger, youth, pain.**

Nouns are often identified by the placement of **a, an, the** or **some** in front of the word.

Answers

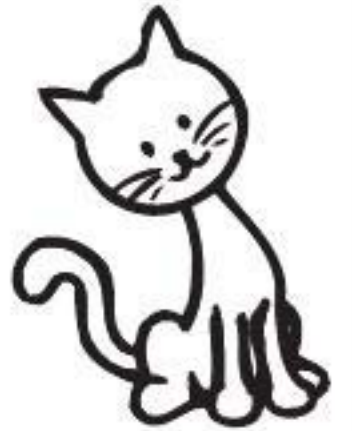
1. (a) cat (b) film (c) school
(d) fruit (e) trampoline
2. (a) television (b) Japan (c) elephant
(d) beach (e) teacher
3. Answers will vary.
4. peach, Olivia, bird, potato, man, park, church, ant

Nouns

A noun is a naming word. Nouns name people, places and things.

1. Circle, then write the noun in each sentence.

- (a) Her cat is white and fluffy. _____
- (b) I like going to see a film. _____
- (c) Our school is clean and tidy. _____
- (d) I like eating fresh fruit. _____
- (e) We have a new trampoline. _____



2. Circle, then write the noun in each sentence. Colour yes or no.

- (a) Do you like watching television? _____
- (b) Do you live in Japan? _____
- (c) Have you seen an elephant? _____
- (d) Have you played at the beach? _____
- (e) Is your teacher dancing? _____

yes	no
-----	----

yes	no
-----	----

yes	no
-----	----

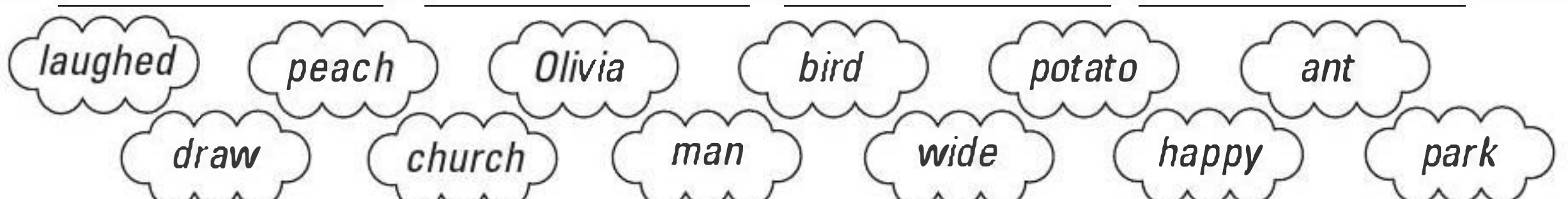
yes	no
-----	----

yes	no
-----	----

3. Write a noun to answer each question. Some may need a capital letter.

- (a) What meal do you eat in the morning? _____
- (b) Who would you see if you are sick? _____
- (c) Which month of the year is it? _____
- (d) Which country would you like to live in? _____
- (e) What is something that grows in the garden? _____

4. Look at the words below and write only the nouns.



TEACHER INFORMATION

A **verb** is a word or group of words that names an action or state of being. Verbs are often called 'doing words'; e.g. **road, walks, speaking, has broken, ate, will type.** Verbs can indicate tense, voice, mood, number and person.

Answers

1. (a) drew (b) eats (c) rode
(d) played (e) wrote (f) talked
2. (a) make (b) help (c) dive
(d) wearing (e) sleeping (f) drive
3. Answers will vary.
4. climb, cry, watch, learn, catch, run, spend, teach

Verbs

1. Write the verb (doing word) in each sentence.

- (a) I drew a picture. _____
- (b) She eats her breakfast. _____
- (c) Josh rode his bike to school. _____
- (d) Rose played hockey yesterday. _____
- (e) We wrote the words in our books. _____
- (f) Ben talked to Jordan. _____

2. One verb in each sentence has been underlined. Underline and write the other verb in each sentence. Answer the question.

- (a) Do you make your own lunch? _____
- (b) Do you help your parents at home? _____
- (c) Can you dive from a diving board? _____
- (d) Are you wearing your pyjamas? _____
- (e) Is your teacher sleeping? _____
- (f) Do you drive a car? _____

yes	no
-----	----

yes	no
-----	----

yes	no
-----	----

yes	no
-----	----

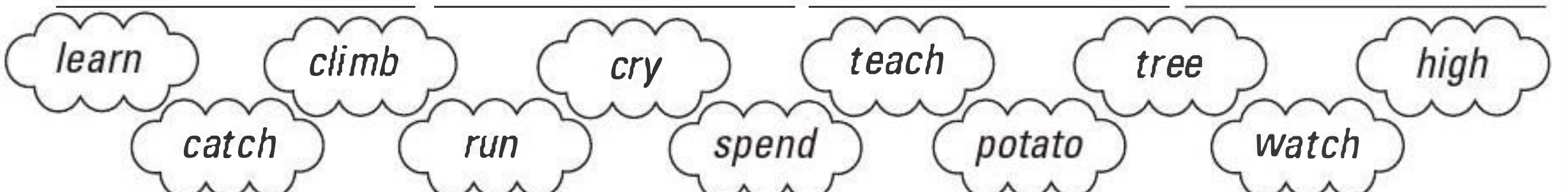
yes	no
-----	----

yes	no
-----	----

3. Write a verb to answer each question.

- (a) What would you use a crayon for? _____
- (b) What do birds in the sky do? _____
- (c) What is something a baby might do? _____
- (d) What are you doing right now? _____

4. Look at the words below and write only the verbs.



TEACHER INFORMATION

The **tense** of a verb is used to show the time at which the action of that verb takes place.

Most verbs are regular and follow the same pattern for the past, present and future tense. For example, with the verb **to jump**; I **jump**/I **am jumping** (present tense); I **jumped**/I **was jumping** (past tense); I **will jump** (future tense).

Irregular verbs are those that do not follow this pattern, particularly in the past tense. For example, I **rise** (**rose**), I **teach** (**taught**), I **mean** (**meant**), I **win** (**won**), I **do** (**did**), I **begin** (**began**).

An **auxiliary verb** helps to form the tense of a verb. The verbs **to be**, **to have** and **to do** are auxiliary verbs; e.g. I **have** eaten. The auxiliary verb used in the future tense is **will**; e.g. I **will** eat.

Answers

1. (a) watch (present) (b) watched (past)
2. (a) walk – present walked – past
(b) talked – past talks – present
(c) played – past plays – present
(d) work – present worked – past
(e) cleaned – past clean – present
3. (a) write – present wrote – past
(b) grows – present grew – past
(c) taught – past teaches – present
(d) wear – present wore – past
(e) thought – past thinks – present
(f) catch – present caught – past
4. (a) drew (b) rode (c) ate (d) bought (e) met (f) found (g) saw (h) heard

1. Read the sentences.

- (a) Underline and then write the verb in each sentence.
- (b) Write 'present' next to the sentence that tells something is happening now.
Write 'past' next to the sentence that tells something has already happened.

I watch a DVD. _____

I watched a DVD. _____

2. Underline each verb. Write 'present' or 'past'.

(a) I walk to school. _____ I walked to school. _____

(b) She talked to the boy. _____ She talks to the boy. _____

(c) He played football. _____ He plays football. _____

(d) I work hard. _____ I worked hard. _____

(e) I cleaned up the mess. _____ I clean up the mess. _____

3. Underline each verb. Write 'present' or 'past'.

(a) I write a story. _____ I wrote a story. _____

(b) The plant grows. _____ The plant grew. _____

(c) He taught reading. _____ He teaches reading. _____

(d) I wear a shirt to school. _____ I wore a shirt. _____

(e) She thought about it. _____ She thinks about it. _____

(f) We catch the train. _____ We caught the train. _____

4. Write the past verb to match these.

(a) draw _____

(b) ride _____

(c) eats _____

(d) buy _____

(e) meets _____

(f) finds _____

(g) see _____

(h) hear _____

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TEACHER INFORMATION

A **pronoun** is used in place of a noun to avoid repetition.

Personal pronouns refer to people. They can be singular or plural, subjective or objective and may indicate gender. Examples are: **I, you, he, she, we, they, me, him, her, his, them, mine, hers, theirs, ours.**

Impersonal pronouns refer to everything but people. They can be singular or plural, subjective, objective or possessive. Examples are: **it, they, them, theirs.**

Relative pronouns refer to people and objects and connect clauses and sentences. They are used in the three cases:

- subjective – **who, that, which**
- possessive – **whose, of that, of which, of whose**
- objective – **whom, that, which.**

Other examples of relative pronouns are **whoever, whomever, whichever** and **whatever**.

Demonstrative pronouns replace nouns and function in the same way as nouns in a sentence. They have no gender but are used in the three cases:

- subjective – **this, that, these, those**
- possessive – **of this, of that, of these, of those**
- objective – **this, that, these, those.**

Other examples of demonstrative pronouns are: **other, such, same, former, latter** and ordinal numbers (**first, second** etc.)

Interrogative pronouns are used in asking questions. They include **who, whose, whoever** (used for people) and **what, which** and **whatever** (used for things).

Reflexive pronouns are used in sentences that contain verbs whose actions are directed toward the subjects of the verbs. Add the suffixes **–self** or **–selves** to the personal pronouns **my, your, him, her, our, them** and **one**.

Indefinite pronouns are words that refer to people or things without saying exactly who or what they are. Examples include **all, another, any, anybody, anyone, anything, both, each one, either, everybody, everyone, everything, few, little, many, more, much, neither, nobody, none, no-one, nothing, other, others, several, some, somebody, someone, something** and **such**.

Note: Some indefinite pronouns can also be used as determiners.

For example, I would like **some** (indefinite pronoun). I would like **some** apples (determiner).

Answers

1. (a) her (b) he (c) They
(d) She, her (e) I, you
2. (a) Dr Mary (b) Eric and Tom (c) Alice
(d) Rick (e) Mr Smith
3. (a) mine (b) ours (c) yours
(d) hers
4. Pronouns are:
(a) she (b) he (c) they
5. (a) it (b) they (c) she
(d) he (e) it (f) we

Pronouns

1. Colour the right word.

- (a) Kirsty is walking to our house. I can't see her him yet.
- (b) Dan is reading a book. Do you think him he likes it?
- (c) The children are sitting down. Them They are all quiet.
- (d) Mrs Jones is the teacher. She Her is sitting at his her desk.
- (e) I Me am going to play. Are them you playing, too?

2. Use the names to finish the sentences.

Eric and Tom

Rick

Alice

Mr Smith

Dr Mary

- (a) I had to see _____. She gave me some medicine.
- (b) I saw _____ playing. They were having fun.
- (c) _____ is drawing. Her picture is beautiful.
- (d) I can see _____ outside. He is playing basketball.
- (e) _____ has a new car. I think his car is white.

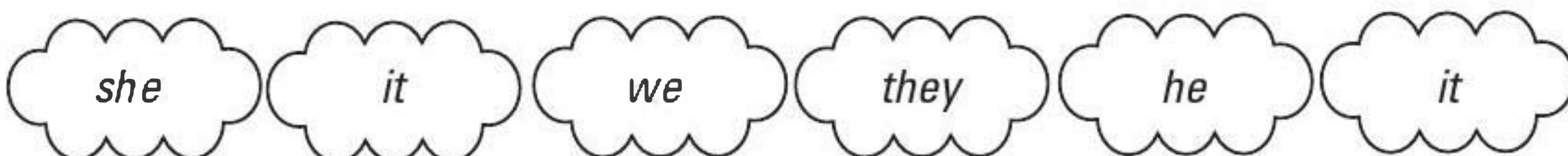
3. Colour the right word.

- (a) The book is my mine. (b) The books are our ours.
- (c) The book is your yours. (d) Jane's book is his hers.

4. The nouns are underlined. Write a new sentence using a pronoun in place of the noun.

- (a) Mum is in the car. _____
- (b) Mr Brown is over there. _____
- (c) The children are reading. _____

5. Choose a pronoun that could be used to replace the nouns.



- (a) dog _____ (b) Ben and Zac _____ (c) Emma _____
- (d) John _____ (e) tree _____ (f) Mum and I _____

TEACHER INFORMATION

An **adjective** is a word that describes or gives more information about a noun or pronoun; e.g. **pretty, thin, tall, delicious**. It qualifies the word it describes by making it more specific; e.g. the **red** dress—the adjective *red* specifies the colour of the noun *dress*. Adjectives can tell about the colour, size, number, classification or quality of a noun or pronoun. They can come before or after the noun and usually after the pronoun; e.g. the **beautiful** bird, The bird is **beautiful**. It is **beautiful**.

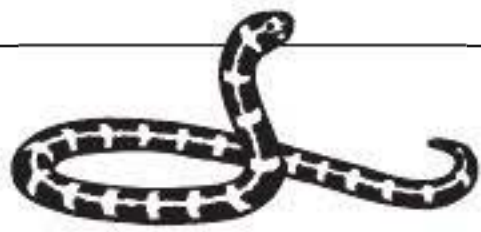
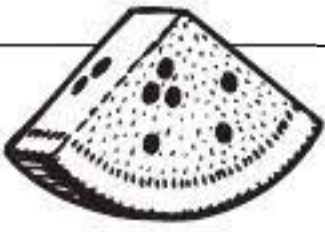
There are three forms of adjectives: absolute (e.g. **small**), comparative (e.g. **smaller**), superlative (e.g. **smallest**).

Answers

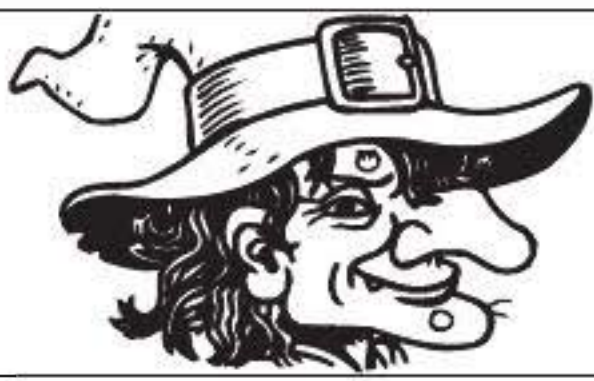
1. (a) little, cute, young, soft, sleepy
(b) long, striped, cold-blooded, poisonous, thin
(c) juicy, tasty, delicious, fresh, crisp, ripe
2. Answers will vary. Suggestions include:
(a) ugly, old, mean, scary, wrinkly, bad
(b) pretty, sweet, friendly, happy, nice, beautiful
3. Answers will vary. Suggestions include:
(a) dark/cold (b) sunny/rainy (c) young/kind
(d) cute/little (e) crisp/red (f) new/shiny
4. (a) big, bigger, biggest (b) old, older, oldest
(c) warm, warmer, warmest (d) kind, kinder, kindest
(e) tall, taller, tallest (f) light, lighter, lightest
5. (a) best (b) worse (c) less
(d) most

Adjectives

1. Tick the words you could use to describe these things.

(a)  little Max love angry cute soft cry brother young sleepy	(b)  long striped hard reptile tall thin poisonous slither cold-blooded food	(c)  juicy fresh tasty seeds melon crisp delicious juice fruit ripe
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2. Write four describing words for each picture.

(a) 		
(b) 		

3. Complete each sentence by using an adjective.

- (a) The night is _____. (b) The day was _____.
(c) She is a _____ lady. (d) The puppy is _____.
(e) It is a _____ apple. (f) I have a _____ car.

4. Finish the pattern. For example, **small, smaller, smallest**.

- (a) big _____ (b) old _____
(c) _____ warmer _____ (d) _____ kindest
(e) _____ tallest (f) _____ lighter _____

5. Now try these.

- (a) good better _____ (b) bad _____ worst
(c) little _____ least (d) many more _____

Answers

1. (a) My mum's birthday is in April.
(b) There is nothing I want to watch on TV.
(c) I will do my homework before I'm tired.
(d) My little dog is funny when he plays.
2. Sentence answers will vary. Examples include:
(a) Today, I walked to the shop.
(b) It was a hot day so she swam in the pool.
(c) Are you ready to go?
(d) My friend is funny.
3. Answers will vary.

Writing sentences – word order

1. Write the words so the sentence makes sense.

(a) My birthday April mum's is in.

(b) There TV nothing want is I to watch on.

(c) will homework I my do I'm tired before.

(d) dog funny plays My is when he little.

2. Write a sentence with these words in it.

(a) I walked today shop

(b) she pool hot swam

(c) ready you go are

(d) funny friend my is

3. Finish these sentences so they make sense.

(a) I saw a man _____ but then he

_____.

(b) I wanted to see another _____ because

_____.

(c) I forgot to _____ so

(d) I enjoy _____ because _____

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TEACHER INFORMATION

A **conjunction** is a word (or words) that connects words, phrases, clauses and sentences; e.g. **and, but, because, so, that**.

- Conjunctions used to join sentences of equal importance are called **coordinating conjunctions**; e.g. I like apples **and** oranges. They include **and, but, for, yet, or, as well as, both, so, therefore** and **nor**.
- Conjunctions used to join clauses are called **subordinating conjunctions**; e.g. She was happy **because** I arrived. They include **because, before, if, while, until, like, though, although, unless, as, since, where, whenever, wherever**.

Answers

- (a) I know I'll be late for school unless I wake up when Mum calls me.
 - (b) The music was turned up loudly so Dad could hear it outside.
 - (c) Kara won't be able to go shopping if she does not have any money.
 - (d) Mrs Jones came to school early so she could plan our lessons.
 - (e) Jake will not go to the game if his arm is still hurting.
 - (f) My mum will not serve dinner unless everyone is at the table.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Joining words (Conjunctions)

Words such as *unless*, *so* and *if* can be used as joining words to add more to a sentence.

1. Join two sentences to make one sentence by colouring the two boxes the same.

- | | |
|---|------------------------------|
| (a) I know I'll be late for school unless | she does not have any money. |
| (b) The music was turned up loudly so | she could plan our lessons. |
| (c) Kara won't be able to go shopping if | I wake up when Mum calls me. |
| (d) Mrs Jones came to school early so | everyone is at the table. |
| (e) Jake will not go to the game if | Dad could hear it outside. |
| (f) My mum will not serve dinner unless | his arm is still hurting. |

2. Complete the sentences.

- (a) I'm not going **unless** _____.
- (b) _____ **unless** Mum and Dad say yes.
- (c) I don't like going to bed **unless** _____.
- (d) _____ **unless** the water is too cold.

3. Complete the sentences.

- (a) I need to try hard **so** _____.
- (b) _____ **so** I stay healthy.
- (c) I wear a bike helmet **so** _____.
- (d) _____ **so** I don't get into trouble.

4. Complete the sentences.

- (a) I won't be going out to play **if** _____.
- (b) _____ **if** my bed is not made.
- (c) I don't like watching TV **if** _____.
- (d) _____ **if** I don't eat all my dinner.
- (e) _____ **if** I go to bed too late.

PUPIL NAME

TEACHER INFORMATION

A **sentence** is a group of words that makes sense on its own. It must have a finite verb (a verb with a subject), a capital letter at the start and end in a full stop, question mark or exclamation mark.

Answers

1. Sentences are:

- (a) I can see a dog. (b) The light is on
- (d) Can you draw? (f) Look at that!
- (h) They saw the bird.

2. Sentences are:

- (b) Did you write that? (c) I am happy today. (e) That's perfect!
- (g) We ate the cakes. (h) She doesn't feel well.

3. (a) **Shane** – throws

(b) **Sally** – sleeps

(c) **Dad** – reads

(d) I – forget

(e) **Leah** – grows

(f) **My legs** – hurt

4. (a) I don't know how to read that.

(b) Did Tara send that?

(c) Can you please take Mark home?

(d) I can't see the birds.

(e) That's great! Who gave it to you?

5. Sentences will vary.

Sentences

A sentence is a group of words that makes sense on its own.

1. Write s next to the sentences.

- (a) ☐ I can see a dog. (b) ☐ The light is on. (c) ☐ Will you.
 (d) ☐ Can you draw? (e) ☐ He read can well. (f) ☐ Look at that!
 (g) ☐ It is only (h) ☐ They saw the bird. (i) ☐ The is four

A sentence must start with a capital letter and end with a full stop ☐ question mark ☐ or exclamation mark ☐.

2. Tick the box if the sentence has the correct punctuation.

- (a) ☐ I can run very fast (b) ☐ Did you write that? (c) ☐ I am happy today.
 (d) ☐ dad drove the car. (e) ☐ That's perfect! (f) ☐ He's very kind?
 (g) ☐ We ate the cakes. (h) ☐ She doesn't feel well. (i) ☐ does he run fast.

3. Underline the verb (doing word) that tells what happens. Circle the person or thing that makes it happen. For example: Jake rides his bike to school.

- (a) Shane throws the ball. (b) Sally sleeps on the bed.
 (c) Dad reads the paper. (d) I often forget my books.
 (e) Leah grows flowers. (f) My legs hurt after training.

4. Write each sentence correctly.

- (a) i don't know how to read that _____
 (b) did tara send that _____
 (c) can you please take mark home _____
 (d) i can't see the birds _____
 (e) that's great who gave it to you _____

5. Write two complete sentences. Include a capital letter and the correct punctuation at the end.

- (a) _____
 (b) _____

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TEACHER INFORMATION

A **simple sentence** has one main idea and usually contains only one verb and one subject. It cannot be broken down into other clauses; e.g. **Mark** (subject) **threw** (verb) **the ball** is an example of a simple sentence.

A **compound sentence** has two (or more) independent clauses with a conjunction. For example, *Tim and I saw the film but I didn't enjoy it.*

(Clauses can be separated by a comma, semicolon or colon.)

A **complex sentence** has a main (independent) clause and at least one subordinate (dependent) clause; e.g. *The doctor worked long hours at a hospital where there were many very sick children.*

Answers

1. Answers will vary. Examples include:

- (a) My wonderful mum made a chocolate cake.
- (b) The kind nurse cared for the sick girl.
- (c) The cute puppy was playing outside.
- (d) The elderly lady grew beautiful flowers.

2. Answers will vary. Examples include:

- (a) The busy lady went grocery shopping with her three children.
- (b) The athletic man went to the local gym to lift weights.
- (c) The young boy rode his new bike to his best friend's house.
- (d) The thoughtful teacher gave us a new book that she thought we would enjoy.

Complex sentences

It's easy to make a sentence more interesting!

You can add describing words, joining words and more naming and doing words.

- ***The firefighter saved the boy. —→ The brave firefighter saved the scared boy.***
- ***The game was boring. —→ The cricket game was so boring to watch!***

1. Write more interesting sentences from these simple sentences.

(a) My mum made a cake. My _____ mum made a _____ cake.

(b) The nurse cared for the girl.

The _____ nurse cared for the _____ girl.

(c) The puppy was outside.

The _____ puppy was _____ outside.

(d) The lady grew flowers.

The _____ lady grew _____ flowers.

Make your sentences even more interesting!

- ***The brave firefighter saved the scared boy from the blazing house.***
- ***The cricket game was so boring to watch I fell asleep!***

2. Write more interesting sentences.

(a) The lady went shopping.

The **busy** lady went **grocery** shopping with _____.

(b) The man went to the gym.

The _____ man went to the _____ gym
to _____.

(c) The boy rode his bike.

The _____ boy rode his _____ bike to
_____.

(d) The teacher gave us a book.

PUPIL NAME _____

Answers

1. Answers will vary. Suggestions for **nice** include:

- | | | |
|----------|----------------|--------------|
| (a) warm | (b) thoughtful | (c) terrific |
| (d) fun | (e) special | |

2. Answers will vary. Suggestions for **good** include:

- | | | |
|-----------------|---------------|-------------|
| (a) interesting | (b) delicious | (c) perfect |
| (d) fantastic | (e) loving | |

3. Answers will vary. Suggestions for **said** include:

- | | | |
|---------------|-------------|-----------|
| (a) whispered | (b) yelled | (c) asked |
| (d) begged | (e) ordered | |

4. (a) drove (b) flew (c) rolled

- | | | |
|------------|---------------|--|
| (d) walked | (e) slithered | |
|------------|---------------|--|

Overused words

Sentences need interesting words.

Some words, such as nice, like and good are used so often it's boring!

1. Rewrite each sentence, using a more interesting word for nice.

- (a) It was a nice day. _____
- (b) Grandma gave me a nice present. _____
- (c) I watched a nice film on TV. _____
- (d) It was nice to play at Tim's. _____
- (e) My best friend is nice. _____

2. Rewrite each sentence, using a more interesting word for good.

- (a) It is a good story. _____
- (b) We had a good dinner. _____
- (c) It is a good day for playing. _____
- (d) You did good work! _____
- (e) My parents are good to me. _____

3. Write a new word for said in each sentence.

- (a) 'Talk quietly', I said. _____
- (b) 'You have to run faster!' he said. _____
- (c) 'Do you know my name?' said the boy. _____
- (d) 'Please help me!' she said. _____
- (e) 'Come in for dinner now', Mum said. _____

4. Write a new word for went in each sentence.

- (a) They went home. _____
- (b) We went to Spain. _____
- (c) The boys went down the hill on their skateboards. _____
- (d) Emma and I went to the park to play. _____
- (e) The big snake went through the bushes. _____

PUPIL NAME _____